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ABSTRACT

Student achievement has been low in language arts in Suburban Chicago, Illinois school districts. This action research project was designed to determine the effect of incorporating multiple intelligence strategies into the language arts curriculum. The targeted students were in the second, third, and fifth grades, in a western suburb of Chicago, Illinois. The documentation to prove low achievement included chapter/unit tests and quiz scores, teacher observation of low time on task, limited work completion, state standardized test scores, and other teacher assessments. Upon analyzing the probable causes, it was discovered that reading was the lowest academic area tested on the Illinois Goal Assessment Program (IGAP). Further concern was indicated through teacher observation of student performance. Other factors that impact low student achievement are mobility, lack of teacher training and support in implementing existing curriculum, and teachers not addressing students' various learning styles. After reviewing possible interventions from current literature works, Howard Gardner's theory of multiple intelligences repeatedly appeared as a suggested solution. The selected intervention led to a comparison between traditional methods of teaching and multiple intelligence strategies. Post intervention data indicated a general trend toward an increase in achievement through the use of multiple intelligences strategies. A major increase was seen in students with Individual Education Programs (IEPs) and lower achieving students. An improvement was also noted in homework completion, quality of homework, student time on task, and student enjoyment of activities. (Contains 25 references, and 10 tables and 4 figures of data. Appendixes contain grammar, reading comprehension, and spelling lesson plans [for each grade level and in traditional and multiple intelligence format], the student survey instrument, student assessments, quizzes, and comments from the student survey.) (Author/RS)

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IMPROVING STUDENT ACHIEVEMENT IN LANGUAGE ARTS THROUGH IMPLEMENTATION OF MULTIPLE INTELLIGENCES STRATEGIES

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An Action Research Project Submitted to the Graduate Faculty of the

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SIGNATURE PAGE

This project was approved by

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We

dedicate

this project to the

students in our classrooms

who participated in this study.

Our goal was to find ways to better serve you.

We appreciate your honesty, hard work, and

interest in making us

better teachers. We will

always remember

our class of

2000!

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ABSTRACT

Student achievement has been low in language arts in our districts. This action research project was designed to determine the effect of incorporating multiple intelligence strategies into our language arts curriculum. The targeted students were in second, third, and fifth grades, in a western suburb of Chicago, Illinois. The documentation to prove low achievement included chapter/unit tests and quiz scores, teacher observation of low time on task, limited work completion, state standardized test scores, and other teacher assessments.

Upon analyzing the probable causes, it was discovered that reading was the lowest academic area tested on the Illinois Goal Assessment Program (IGAP). Further concern was indicated through teacher observation of student performance. Other factors that impact low student achievement are mobility, lack of teacher training and support in implementing existing curriculum, and teachers not addressing students' various learning styles.

After reviewing possible interventions from current literature works, Howard Gardner's theory of multiple intelligences repeatedly appeared as a suggested solution. The selected intervention led to a comparison between traditional methods of teaching and multiple intelligence strategies.

Post intervention data indicated a general trend toward an increase in achievement through the use of multiple intelligences strategies. A major increase was seen in students with Individual Education Programs (IEPs) and lower achieving students. An improvement was also noted in homework completion, quality of homework, student time on task, and student enjoyment of activities.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted second, third, and fifth grades are displaying lower than expected student achievement in language arts. Evidence for the existence of the problem includes chapter/unit test and quiz scores, teacher observation of low time on task, limited work completion, and state standardized test scores.

Immediate Problem Context

Site A:

Site A is an elementary building consisting of grades kindergarten through eighth, in a western suburb of Chicago, Illinois. Currently, 570 children attend with the boy/girl ratio being approximately equal. Table 1 shows what ethnic groups are represented:

Table 1

Ethnicity Report for Site A

White	Black	Hispanic
88.2%	1.3%	10.5%

Children eligible for free or reduced lunches equal 25% of the school population, because they are from lower income families. About 50 children in the English as a Second Language program are serviced by two part-time teachers. Among the languages represented are Spanish, Polish,

Romanian, Albanian, Arabic, Ukrainian, Croatian, Macedonian, and Bosnian. The school's attendance rate is 95.1% with mobility being 16%, as young families report moving out of the community into larger homes in other communities.

Site A employs 28 teachers of white ethnic background. The average teaching experience is 10.2 years with an average salary of $34,720. The percentage of teachers with a master's degree or above is 36.4%.

In grade levels K-6, the curriculum is taught using a wide diversity of methods and strategies. Language arts is taught using The Cooperative Integrated Reading Composition (CIRC) program with a basal text in the primary (2-3) grades and novels in the intermediate grades (4-6). Phonics is taught separately with specific skills targeted at each grade level. Spelling consists of a focus on an exit list for each grade level that was determined by the school district's Language Arts Committee. The math curriculum is a hands-on problem-solving series using the Teaching Integrated Math and Science (TIMS) program. A new social studies curriculum was recently adopted. Besides a text, numerous computer technology and literature aspects are included. Science consists of hands-on kits for half the year and a textbook for the other half. There is no specialized art or computer instruction, but the music and physical education curriculum do have teachers certified in these areas. The school day is 6 hours with 30 minutes for lunch. (1998 School Report Card)

Site B:

Site B is an intermediate school-serving students in grades three through five, located in a western suburb of Chicago, Illinois. The total enrollment is 359, and the boy/girl ratio is approximately equal. Table 2 shows what ethnic groups are represented:

Table 2

Ethnicity Report for Site B

White	Black	Hispanic	Asian/Pacific Islander
82.7%	10%	4.7%	2.5%

Site B is a stable community with a mobility rate of 3.5% and an attendance rate of 96.7%. The school services a middle-class population with 4.2% of the students eligible for free or reduced lunches. The majority of the students speak English as their primary language with 3% of students receiving language services. Some of the secondary languages represented are Spanish, Russian, and Lithuanian.

The school has 16 classroom teachers with 7 additional support personnel. These additional certified teachers service art, music, physical education, library, computer, and various special education programs. The average teaching experience is 10.8 years with an average salary of $37,869. The staff is encouraged to continue their own education, as a result, 50.2% have a master's degree or higher. (1998 School Report Card)

The students in Site B attend school for 6 1/2 hours with 40 minutes for lunch. During this time, a traditional approach to curriculum is used in all academic subjects. Language arts is separated into three sections with basal texts for reading, English and spelling. These basals are supplemented with novels and writing units. Math is also taught with a textbook approach. Some concepts are reinforced with manipulatives or cooperative learning. A recent school focus is to improve computation and problem-solving skills. The science textbook is enriched with the hands-on program Activities Integrating Math and Science (AIMS). Social studies and health are taught with a basal. The exception comes at the fifth grade level, where a Drug Abuse Resistance Education (D.A.R.E.) replaces health during the second semester.

The Surrounding Community

Site A:

Site A is situated in an older community, which is described as friendly by the residents. Many retired people and young families enjoy living here as the tree-lined streets and parks offer a feeling of serenity, yet the town businesses, which tend to cluster together, are often within walking distance. This school services children from two communities and is the largest of five in its district While most of the students walk to school, two buses are provided for transportation. Upon graduation the children feed into two different local public high schools, depending on their address. Socio-economic factors differ greatly between the two communities in this district. The average home in Community A is about $150,000, while the average home in Community B is $120,000. Community B is a somewhat less desirable area in which to live due to gang activity. Table 3 provides additional facts about Site A: (1998 School Report Card)

Table 3

Facts About Site A

Pupil-Administrative Ratio	Average Administrative Salary	Employment Rate	Unemployment Rate	Not in labor force
184.4:1	$62,999	65.1%	2.3%	32.6%

Site B:

This school services a self-contained community bordered by a cemetery, forest preserve, expressway, and railroad tracks. Due to this isolation, major businesses are not attracted to the area. Many families have lived in this community for generations because of its small-town atmosphere. Site B is one of three schools in the district, located in the northwestern section of

the community. Since many students would have to cross major intersections while walking to school, the majority of the students in the district are bused. When students leave the district, 20% of the graduating class attends the local public high school, while the remaining 80% choose to go to the local private or parochial schools. The median home price, $171,276, is slightly higher than Site A. Table 4 provides additional facts about Site B: (1998 School Report Card)

Table 4

Facts About Site B

Pupil-Administrative Ratio	Average Administrative Salary	Employment Rate	Unemployment Rate	Not in labor force
166.8:1	$71,917	61.2%	1.4%	37.4%

National Context of the Problem

Student achievement in language arts is a continuing concern among the general public and America's educators. Discussion about reading and language arts topics is prevalent in magazines, news reports, and Internet web sites. The public's interest in the area of language arts has increased more recently as a result of published national and local test scores. This national discussion has attracted the attention of politicians resulting in the creation of Goals 2000 and presidential attention in the 1999 State of the Union address.

As educators we have noted our districts' push to improve language arts instruction. Also coming to our attention are numerous magazine articles concerning this issue and a continued debate about whole language versus phonics based instruction. As a result of published test scores, pressure is placed upon districts to improve. This in turn pressures teachers to raise these test scores. This expectation is given with limited support and training. According

to Richard Stiggins (1998), "We have been so centered on the naive belief that we improve schools merely by threatening educators with the potential embarrassment of low standardized test scores that we have failed to see the shortcomings of such tests."

On a daily basis we have noticed an increase in lower and at-risk readers. We struggle through the same materials and see no improvement. We go looking on our own for answers and often find that we are not alone. Many educators are expressing the same concerns. According to Marie Carbo (1997), "As many as 42 percent of our fourth-graders...aren't even reading at grade level." This frustrates teachers because they desire to improve achievement yet have no solutions.

To teachers, curriculum is where we need to look for suggested improvement. The problem lies in the fact that much of the curriculum is outdated and has proven unsuccessful. For example, "Spelling instruction has changed little since its introduction in 1783 with the publication of Noah Webster's first Blue-Backed Speller" (Bloodgood, 1991, p. 203). Students seem to do well on a daily basis, but retention and application of material is limited.

The controversy lies in what solutions can be found to improve achievement. Some debates have arisen about the reading curriculum between whole language and phonics-based instruction, ability grouping, basal readers and trade books, and multiple intelligences strategies. There is minimal change and discussion about English and spelling. It seems there is an abundance of suggestions yet no answers to their success. In one year of The Reading Teacher magazine, over half of the articles mentioned ways to improve student achievement in language arts. There is really no proof to the success of any one approach. It seems to take a combination of many of these to see improvement. As educators we need to analyze these solutions, try their suggestions, and select the most appropriate one to meet our student's needs.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the issue of student achievement, Illinois Goal Assessment Program (IGAP) scores, California Achievement Test (CAT) scores, and personal observation of low time on task, and limited work completion were used. Upon analysis of these components student achievement in language arts has appeared as an area of concern.

In Sites A and B a trend was noticed when analyzing the IGAP scores. The scores in reading are indicated in Table 5:

Table 5

IGAP 1997-1998 Reading Scores for Site A and B

Location	Average School Reading Scores
Site A	204
Site B	273
State	246

As shown, Site A's scores are well below the state average in reading. While Site B's scores are higher than the state average, they are significantly lower than all other tested academic areas, which consist of math, writing, science, and social sciences. In reading, 18% of the students in Site B did not meet the state goals whereas in the other content areas this number was no more

than 4%. (1998 Illinois School Report Card) Further evidence, which indicates lower achievement in language arts for Site B, is found in the 1999 CAT scores as shown in Table 6:

Table 6

Site B Language Arts 1999 CAT Scores

	Grade 3	Grade 5
Reading Vocabulary	73	70
Reading Comprehension	80	58
Total Reading	79	65
Language Mechanics	80	81
Language Expression	76	69
Total Language	80	77
Spelling	75	66

Note: All percentages include scores of regular education and resource special education students.

Scores on the 1999 CAT test indicate lower achievement in some grade levels. The chart shows that at third grade the scores are consistent, while at fifth grade there are discrepancies as seen in these areas: reading comprehension, total reading score, language expression, and spelling. The range at fifth grade was 58-81 and at third grade 73-80 over language arts subject areas. This pattern continues with various grade levels at Site B. Inconsistency and low performance have raised concern about low achievement in language arts. (CAT Longitudinal Data, 1999)

In addition to the standardized test scores, teachers have observed low time on task and poor work completion impacting student achievement in language arts. During lessons, students appear to be daydreaming, not participating and not engaged in learning. When given independent work, students are often heard to say, "I don't get what I am supposed to do." These comments are heard after directions are given and discussed. When the work is turned in, it is sloppy, quickly finished, and of poor overall quality. At times homework and classwork are not even turned in. Overall, there seems to be a lack of motivation, effort, and interest in language arts.

Probable Causes

As a result of recent language arts performance on IGAP and CAT standardized test, achievement has become a growing concern. There are many factors that have impacted this change in performance. One factor is the use of traditional forms of assessment and instruction, which in part has added to the students' lack of interest in the content. Since they are not engaged in the lesson, they are not able to retain the material presented. Many times teachers ask all of their students to complete an activity in the same way. The problem according to Howard Gardner (1993) is that not all students think that way.

> It has now been established quite convincingly that individuals have quite different minds from one another. Education ought to be so sculpted that it remains responsive to these differences. Instead of ignoring them, and pretending that all individuals have the same kinds of minds, we should instead try to ensure that everyone receive an education that maximizes his or her own intellectual potential.

Traditional forms of assessment and instruction do not allow for this necessary step in education.

In addition, using the traditional approach to instruction does not meet students' various styles of learning.

> If we treat everybody as if they are the same, we're catering to one profile of intelligence, the language-logic profile. It's great if you have that profile, but it's not great for the vast majority of human beings who do not have that particular profile of intelligences (Gardner, 1997, p. 10).

Traditional methods of teaching address only one style of learning, leaving out many other opportunities to meet children's needs.

Perhaps this problem is also due to a lack of teacher training and support in implementing existing language arts curriculum and teaching to different learning styles. According to John Borsa (1997), "one of the biggest differences between success and failure in reading programs is the amount of time and energy devoted to staff development." Teachers need support in order to improve their teaching styles and approaches to curriculum.

Throughout the literature many researchers continue to support these probable causes. Sternberg, Torff, and Grigorenko (1998) did a study on school achievement and stated that "if they do not comprehend the material when it is taught in one way, they might comprehend it when it is taught in another. Thus their achievement is likely to improve." Teachers must vary their styles of teaching to address all learning styles in order for their students to process the information. This change in teaching approaches must be accompanied by training and support in its implementation.

> Too often, however, such policy recommendations assume that additional effort and attention on the part of students are alone sufficient to promote the goals of such educational reform. Yet research has demonstrated that it is not enough to 'demand' higher levels of achievement on the part of teachers and students. At a minimum, it will be necessary to provide a set of workable strategies to help teachers and students meet these demands (Curley and Strage, 1996, p. 128).

If teachers feel like they are better prepared and comfortable with the curriculum, they will convey the material to their students with confidence.

Student achievement is falling in language arts. This decline in achievement is a result of traditional approaches to assessment and instruction being implemented, a lack of awareness in addressing various student learning styles, and finally, teachers facing a limited amount of training

and support. Schools need to address these causes in order to reverse the trend and start to show improvement in student achievement in language arts.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

There is not a school district in the nation that does not want to improve its students' language arts achievement. In order to do this, solutions to causes have to be clearly defined and implemented with consistency. Literature suggests that a lack of teacher training and support, traditional forms of assessment, and instruction that do not encourage various styles of learning contribute to lower achievement in language arts. Addressing these is crucial to improving student language arts achievement.

One critical area in improving education for students is to improve training programs and staff development for teachers. Many teachers are enthusiastic about new ideas presented to them, but lose interest when they do not receive enough detailed information on how to implement these programs in their classrooms. Although high quality staff development opportunities can be expensive, the benefit in the long run is that students will be taught by better prepared teachers. "Every dollar you spend on improving the quality of teachers has a bigger effect on student achievement than any other dollar you spend" (Darling-Hammond, 1988, p. 30). Teachers sometimes have the option to attend workshops geared toward particular subject areas, but these opportunities are limited by the amount of funding available. If more teachers

were able to take advantage of this professional growth, the benefiting results would be increased student achievement.

This discussion of professional growth can again be seen in Goals 2000: Educate America Act created to improve education and student achievement on a national level. Along with uniformity in performance standards, parental and community involvement, and use of technology, teacher preparation and professional development are major components of Goals 2000. Teacher training should include curriculum planning and communication among employees. Many states are in the process of changing teacher education programs in order to increase levels of student performance (Department of Education, 1998, p. 1-2).

There have been many new approaches to staff development. According to Associate Superintendent Jan Henwood of Colorado's Mesa County Valley School District, one new idea is to allow teachers to choose their own staff development programs. This approach works much better than telling teachers which programs will be presented (Jones, 1998, p. 32). Teachers are better qualified to determine their needs and, if allowed to do so, they are more likely to benefit. Staff development should reflect the needs of teachers in their classrooms. Teachers of primary grades will have different interests than teachers of higher grades or special subjects. Therefore, one district-wide program is not likely to be relevant to all teachers. Staff development programs that are more individualized and reflect what teachers believe is important and will give teachers the tools to help raise the level of student achievement in their classrooms. The key is that if there is to be implementation of new skills, schools should "require us to learn and practice all the new knowledge available" (Solomon, 1998, p. 132).

Student achievement would also be increased if assessments were used as originally intended: to identify the extent of a child's learning and to determine if the teacher is presenting

lessons effectively. Assessments were also intended to stimulate change in curriculum when trends were indicated over a period of time. Too often, the results of standardized tests are improperly used to track children by ability or to assign grades (McTighe and Ferrara, 1998, p. 14). Test scores are also used to compare school districts and teachers, and they can even influence the real estate market. Parents with higher incomes often choose to move to neighborhoods with higher test scores, assuming that their children will receive a better education.

Like standardized tests, many basal reading series include end-of-unit tests that do not accurately measure students' abilities in reading. The misinformation about a child from these tests can be misleading to a teacher who is trying to determine a child's needs in reading. Actually, these tests can be harmful when used as the sole criteria for advancement (Salinger, 1993, p. 21). Many times it is possible for a student to be a strong reader yet perform poorly on this individual test. In order to accurately assess the child's ability, a variety of assessments should be utilized and analyzed.

In order to make educated decisions regarding instructional practices, teachers should use a variety of assessment tools. "The widespread use of assessments with selected response formats may communicate to students an unintended message about the nature of knowledge and learning--that recognizing the 'right answer' is the primary goal of education" (McTighe & Ferrara, 1998, p. 13). Being restricted to one answer can be very limiting and frustrating to some students. As teachers, we should stress the importance of problem-solving and that there is not only one answer to every problem. This goal can be accomplished through the use of portfolios, student conferences, running records, project-based assessments, and other alternative assessments along with traditional tests in order to get a complete profile on the strengths and

weaknesses of individual students. The literature supports the belief that if students are given higher expectations on performance, they will excel. One research study of effective schools begun in the 1970's and continuing into the 1980's and 1990's researched the necessary components of an effective school. One finding was the need for "high expectations for student achievement on the part of the teachers and other staff members." Higher expectations must be applied to every aspect of teaching (Stedman, 1987, p. 215).

In addition, teachers are not addressing students' various styles of learning which can be limiting to achievement. For many years schools and society have identified English and math skills as fundamentals of education. While important, this focus leads to one way of teaching which may not be the way many students learn. As teachers we know that variety is needed to reach every child. Educators have many methods of teaching, and they must use them with flexibility. If one method is not working for the student, another must be attempted (Carbo, 1997, p. 39). Improving student achievement requires a focus on instruction.

> In order to meet the needs of a diverse student population, teachers need to integrate a repertoire of instructional strategies to help all students learn. The 'drill and skill' lecture method may appeal to some of the parents and students, but more and more of the students do not respond to that method" (Burke, 1999, p. 18).

The focus of schools has always been in learning through improving student achievement. One way is by identifying and strengthening student weaknesses. For many students this focus is frustrating and leads to limited success. For example, not all students' learning develops at the same rate. Developmental readiness can be easily seen in reading instruction. Marie Carbo (1997) states, "If a student does poorly on a phonics test, he or she might not be developmentally ready to learn phonics.... Each youngster has a different inner

clock and a different reading style." Teachers must be aware of this and select the best method of instruction. Furthermore, Dee Dickinson (1996) feels that children must be given an opportunity to learn through their strengths. Once strengths are identified and encouraged, students improve in all subject areas. Targeting the strengths will also get and keep the child's interest.

There are a number of theories that stress this need for identifying and teaching to students' individuals needs. Dr. Roger Sperry developed a theory about the relationship between the left and right brain or the whole-brain processing. Dr. Sperry believes that the left side of the brain processes in sequential and linear methods while the right side is creative (Lazear, 1999, p.1-2). A second theory is the learning styles theory whose key researchers are Anthony Gregorc, Kathleen Butler, Bernice McCarthy, Harvey Silver, and J. Robert Hanson. This theory states that people have different ways in which they learn. These learning styles are not fixed and people adapt these learning styles to fit the situation (Silver, Strong, & Perini, 1997, p. 22). In much of the literature and in these theories, researchers state that it is essential to identify students' needs and not simply teach in only one fashion.

> If we treat everybody as if they are the same, we are catering to one profile of intelligence, the language-logic profile. It's great if you have that profile, but it's not great for the vast majority of human beings who do not have that particular profile of intelligence (Gardner, 1997, p. 10).

Each child is a unique individual with unique learning needs. These unique needs are linked to the child's intelligences according to the latest theory presented by one prominent theorist, Howard Gardner. A child will learn best when taught through his or her personal and specific intelligences because it is the way that he or she learns best. If it is possible to identify a child's strengths, then the results can only be an increase in achievement.

Howard Gardner identifies eight specific intelligences: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist. Every child has different strengths and weaknesses in these areas. His belief is that if children were taught through all of the multiple intelligences, their learning would be enhanced.

The theory of multiple intelligences is discussed in much of current literature. The implementation of multiple intelligences strategies has sparked considerable debate in both the education and psychology fields. Many teachers have readily embraced these strategies. James Traub (1998) believes that it appeals to teachers because they have always believed that children learn in various ways. Like many teachers, Dee Dickinson feels that this theory "tied together all the effective teaching strategies she has been promoting" (Traub, 1998, p. 22). While many educators embrace these ideas, some are still skeptical.

> No one says that using multiple intelligences in schools is directly injurious. The danger is that it leads to wasted time, to an emphasis on less important skills and to a false sense that learning has taken place when it has not (Collins, 1998, p.95).

Many educators question if there are any strengthened academic gains when using these strategies.

A larger debate is in the psychology field because of the definition of intelligence. Gardner stated in an interview with Stephanie Weiss that "multiple intelligences is a psychological theory about the mind. It's a critique of the notion that there's a single intelligence that we're born with, which can't be changed, and which psychologists can measure" (Weiss, 1999, p.42). This notion angers many in the psychology field because it goes against the traditional Binet intelligence testing, the standard measure of intelligence. Many psychologists

believe there is only one fixed intelligence where Gardner believes there are eight intelligences that continuously grow.

While there are a number of questions about Gardner's theory, many schools have directly incorporated multiple intelligences strategies into their classrooms with success. There are numerous teachers who have noted an improvement in student achievement through the use of these strategies. One example is from teacher/researcher Bruce Campbell, a third and fourth grade teacher from Marysville, Washington, who implemented many multiple intelligences strategies with success.

> The application of Gardner's ideas with Bruce's students resulted not only in higher test scores, but in improvements in other areas of the children's lives as well.... Behavior problems are minimized, self-concept is enhanced; cooperation and leadership skills develop and above all, the children's love of learning is increased (Campbell, 1996, p. XIX).

The largest question is if a school or district implements multiple intelligences strategies, will there be improvements in student achievement?

Dr. Gardner does caution that teachers not try to teach everything using only multiple intelligences strategies. His suggestion is to choose those that are most appropriate for communicating the intended content, but to vary the multiple intelligences throughout. The idea of using a variety when teaching is not a new idea in education. The philosopher Plato stated, "Do not then train youths to learning by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each." The idea of variety has been around for many years and is recently brought

back into focus through Howard Gardner's theory. Teachers should apply what Dr. Gardner states in order to begin an attempt to improve achievement.

In summary, teacher training should be an essential part of the education process, a variety of assessments and instruction should be utilized, and teachers should address various learning styles in order to improve achievement. The commonly suggested solution is that there must be variety in the classroom. We selected addressing various learning styles, specifically using multiple intelligences strategies as the solution to test because it addresses this necessary variety. Through using multiple intelligences strategies, teachers will naturally address students' various learning styles, and the forms of instruction and assessment will vary from the traditional format.

As we view the students in our classroom, we know that students learn in a variety of ways. Upon analysis of the research on Howard Gardner's theory we have found many districts where it has been implemented with success. One of the most successful implementations of the multiple intelligences theory is in the Indianapolis Key School. This school redesigned their programs to match Howard Gardner's theory. By using the current curriculum, activities were structured based on multiple intelligences and basic skills. During a week, students would spend equal time completing activities in each of these areas. Since the start of this approach, the school has been one of the most successful on the Indiana Test of Educational Progress (Chapman, 1993, p. 17).

In order to improve student achievement in language arts the following strategies will be implemented and results will be analyzed to determine the success of multiple intelligences strategies in our schools.

Project Objectives and Processes

As a result of implementing multiple intelligences strategies, during the period of September 1999 to January 2000, the students in second, third, and fifth grade from the targeted classes will increase their achievement in language arts, as measured by post-tests comparing traditional and multiple intelligences results, homework return rates, and student surveys.

In order to accomplish the terminal objective, the following processes are necessary:

1. A series of traditional and multiple intelligences lessons will be developed for grammar and reading as detailed step by step in the action plan.
2. Traditional lessons and learning centers using multiple intelligences strategies will be developed for spelling units.

Project Action Plan

The action plan will be completed from mid-September to mid-January in a second, third, and two fifth grade classes. The focus of the intervention will be to assess student achievement in English grammar, reading comprehension, and spelling. Both multiple intelligences and traditional lessons will be designed and implemented. The two fifth grade classes will follow a scripted lesson plan.

During the action plan, multiple intelligences lessons will be structured around the eight intelligences. Table 7 more specifically details all eight intelligences:

Table 7

The Eight Intelligences

Intelligences	Specific skills
Verbal/Linguistic	Words, language, poetry, humor, storytelling, reading, speaking, writing, and grammar
Logical/Mathematical	Scientific and inductive reasoning, logical operations, math, patterns, abstracts, and symbols
Visual/Spatial	Arts, sight, painting, drawing, spatial relationships, colors, visualize, and shapes
Musical/Rhythmic	Music, rhythms, instruments, and sounds through music and in environment
Bodily/Kinesthetic	Express emotion through movement of body, active, and physical movement
Interpersonal	Person-to-person Cooperate and communicate effectively with others
Intrapersonal	Inner awareness Self-awareness, feelings, emotions, reflection, thinking within yourself
Naturalist	Appreciation of items in nature and natural occurrences

(Lazear, 1999, p. 2-5)

All designed lessons will center first around the individual curriculums and then will be applied and taught through the above-listed intelligences. Lessons may include centers, individual or group projects, Robert E. Slavin and Spencer Kagan's jigsaw teaching (Bellanca & Fogarty, 1991, p. 246-247), cooperative grouping and learning, graphic organizers, and activities based on the skills necessary for the individual intelligences. Some lessons may include individual selection of activities on the part of students to address individual needs. The student will select an activity from a determined list of choices. The object of the multiple intelligences blocks is variety and to address all eight intelligences throughout English, reading, and spelling sections. English multiple intelligences sample lesson plans and student artifacts are provided in Appendices A (second grade), C (third grade), and E (fifth grade). Reading multiple intelligences

sample lesson plans and student artifacts are provided in Appendices G (second grade), I (third grade), and K (fifth grade). Spelling multiple intelligences sample lesson plans and student artifacts are provided in Appendices M (second grade), O (third grade), and Q (fifth grade).

Traditional lessons follow the basal activities, workbook pages, direct instruction, question and answer discussions or sheets, and/or independent practice. The goal of the traditional instruction phases is to present information using a textbook guided approach. Sample traditional English lesson plans and student artifacts are provided in Appendices B (second grade), D (third grade), and F (fifth grade). Sample traditional reading lesson plans and student artifacts are provided in Appendices H (second grade), J (third grade), and L (fifth grade). Sample traditional spelling lesson plans and student artifacts are provided in Appendices N (second grade), P (third grade), and R (fifth grade).

Student reactions and feelings throughout the action plan will be key. Language arts achievement will be measured as well as student feelings. In order to accomplish this goal, a student survey will be given after daily lessons to determine immediate reaction to instructional method. The student survey is provided in Appendix S, with selected student comments in Appendix W.

Part of student achievement is completion of homework. Throughout the action plan homework will be given at least one to two times per instructional approach. Return rates will be tallied to determine the effect of instructional approach on homework completion.

August/September (First two weeks of school)

The goal during this time period will be to introduce Howard Gardner's theory of multiple intelligences and have the students begin to be aware of their own strengths and weaknesses. The students will take a survey to help them discover their intelligences. Along with

this discovery, we will be teaching the specifics about the eight intelligences. In order to prepare for the later process, students will be exposed to a variety of lessons following a multiple intelligences format. Prior to the implementation of the action plan, numerous multiple intelligences lessons will be presented in all subject areas. This will serve as exposure to this format of lesson so student comfort levels may be established.

September: Grammar Instruction:

Grammar will be presented using a rotational method. First, a skill will be introduced using a traditional format. Then an additional skill will be taught using multiple intelligences approaches. The focus of the lessons in second, third, and fifth grades will be nouns, taught at each grades' developmental level. Following each skill a student survey and post-test will be administered. Two additional skills will be taught using traditional and multiple intelligences formats. Throughout the grammar portion of the action plan a tally of completed homework will be recorded. This plan is further detailed in Table 8:

Table 8

English Action Plan

Strategy	**Setting (Time and Place)**	**Participants / Facilitators**	**Methods/ Materials**	**Assessment Tools**
Traditional: phase 1 and 3	Classroom, 1-3 days on one skill	2nd, 3rd and 5th graders	Textbook, worksheets, direct instruction, independent practice, review	Student survey, post-test, homework tally
Multiple intelligences: phase 2 and 4	Classroom, 1-3 days on one skill	2nd, 3rd and 5th graders	Multiple intelligences strategies (See Table 7)	Student survey, post-test, homework tally

* Above process will be repeated once.

October/November: Reading Comprehension Instruction:

The reading comprehension component will consist of a selected novel for each grade level. This novel will be divided into four sections. The first and third sections will be taught using a traditional method, while the second and fourth sections will utilize multiple intelligences strategies. The novels selected for each grade are: The Magic Finger by Roald Dahl in second grade; A Lion to Guard Us by Clyde Robert Bulla in third grade; and The Midnight Fox by Betsy Byars in fifth grade. Upon completion of each novel section, a student survey and a post-test will be administered and evaluated. Homework completion will be recorded using a tally sheet during this process. The action plan is further detailed in Table 9.

Table 9

Reading Comprehension Action Plan

Strategy	**Setting (Time and Place)**	**Participants / Facilitators**	**Methods/ Materials**	**Assessment Tools**
Traditional: phase 1 and 3	Classroom, 1/4 of a novel	2nd, 3rd and 5th graders	Textbook, worksheets, direct instruction, independent practice, review	Student survey, post-test, homework tally
Multiple intelligences: phase 2 and 4	Classroom, 1/4 of a novel	2nd, 3rd and 5th graders	Multiple intelligences strategies (See Table 7)	Student survey, post-test, homework tally

* Above process will be repeated once.

December/January: Spelling Instruction:

The spelling instruction will cover four units. Traditional and textbook approaches will be used during the first and third units. During the remaining units, multiple intelligences-based learning centers will be constructed and used for practice and review of words. Center boxes will be created for verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, and

visual/spatial intelligences. Each box will contain multiple activities and students will complete one they have selected. Fifteen to twenty minutes will be spent completing an activity from a center box. Assessment and homework tallying will be completed as stated in previous action plans. Additional examples are detailed in Table 10.

Table 10

Spelling Action Plan

Strategy	Setting (Time and Place)	Participants / Facilitators	Methods/ Materials	Assessment Tools
Traditional: phase 1 and 3	Classroom, one week	2nd, 3rd and 5th graders	Textbook, worksheets, direct instruction, independent practice, review	Student survey, post-test, homework tally
Multiple intelligences: phase 2 and 4	Classroom, Multiple intelligences Centers for one week	2nd, 3rd and 5th graders	Multiple intelligences strategies (See Table 7)	Student survey, post-test, homework tally

* Above process will be repeated once.

Grammar, reading comprehension, and spelling were selected because the standardized test results and teacher observation deemed them to be the areas of greatest concern.

In summary, each of the three subject areas will be completed following a similar action plan. Each subject will rotate between a traditional approach and then a multiple intelligences approach. The subject will determine the length of each component. At the conclusion of the traditional and Multiple intelligences segment there will be a post-test administered to determine the effectiveness of the implementation. Daily or weekly surveys will also be administered to determine student reaction to the approach. At the conclusion of the action plan, results will be analyzed to determine how to best improve achievement in language arts.

Methods of Assessment

In order to assess the effects of the intervention, post-tests will be administered after each traditional and multiple intelligences component. These post-tests will include multiple-choice, true/false, fill in the blank, matching, and short answer questions with a minimum of twelve points (See Appendices T - V). This traditional approach to testing will be used to maintain consistency. Each student's score will be recorded for later analysis. In combination with the post-tests, student surveys will be given (See Appendix S). These surveys will serve as a reflection and insight into the student's learning. Finally, a homework tally will be kept throughout the duration of this process to determine correlation between the lesson presentation and homework completion. This will help us identify in what situation students show greatest achievement.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase achievement in language arts. Traditional and multiple intelligences strategies were used to determine which led to greater academic achievement.

The beginning phase of the action plan was completed during a two-week period in August and September. The goal was to introduce Howard Gardner's theory of multiple intelligences and to allow students time to identify their own strengths and weaknesses. In order to prepare for the action plan, students were given a multiple intelligences assessment and exposed to a variety of lessons following a multiple intelligences format. These lessons were taught using a variety of subjects and intelligences. This process allowed students to develop a comfort level with the new instructional approaches.

The action plan was completed from mid-September until mid-January using three phases in second, third, and two fifth grade classes. The language arts subjects identified throughout the process were English grammar, reading comprehension, and spelling. Each of the three subject areas was completed following a similar action plan. Rotation of traditional and multiple intelligences approaches were utilized to present each subject. There was a traditional phase, and

a multiple intelligences phase, which were followed by one repeated phase. The subject matter and grade level determined the length of each phase. Lesson plans following both traditional and multiple intelligences approaches for each subject area were designed. Multiple lesson samples for each subject and grade level are provided in Appendices A - R.

The English grammar component was completed in September and focused on skills introduced to the students using both traditional and multiple intelligences instructional approaches. Reading comprehension required students to complete a novel study. This phase was completed during October and/or November. The length of the novel determined the time period for the intervention. The first quarter of the novel was taught using traditional strategies while multiple intelligences strategies were utilized for the second quarter. The third and fourth quarters of the book repeated the original instructional patterns. Traditional spelling lessons were taught using the textbook for the first and third phases, and center boxes that addressed the various multiple intelligences were implemented for the second and fourth phases. Spelling was completed during December and January.

In order to assess the effectiveness of the interventions on achievement, post-tests were administered after each traditional and multiple intelligences component. This resulted in two traditional and two multiple intelligences assessments for each subject. Post-tests included multiple-choice, true/false, fill in the blank or short answer questions, with a minimum of twelve points for each assessment. Assessments for English, reading, and spelling for each grade level can be found in Appendices T - V.

Students' reactions to instructional approaches were key during the interventions. After daily lessons students were given a survey which consisted of open ended and multiple-choice questions. A sample survey can be found in Appendix S. Homework completion was also tallied

to determine return rates during both segments. The original action plan was maintained as described in chapter three.

Presentation and Analysis of Results

In order to assess the effects multiple intelligences strategies had on language arts achievement, phases of traditional and multiple intelligences instructions were completed. Upon completion of each instructional intervention an assessment was given. Percentages of the assessment score were averaged and are presented for each subject and grade level, comparing both traditional and multiple intelligences results (See Figure 1, 2, and 3).

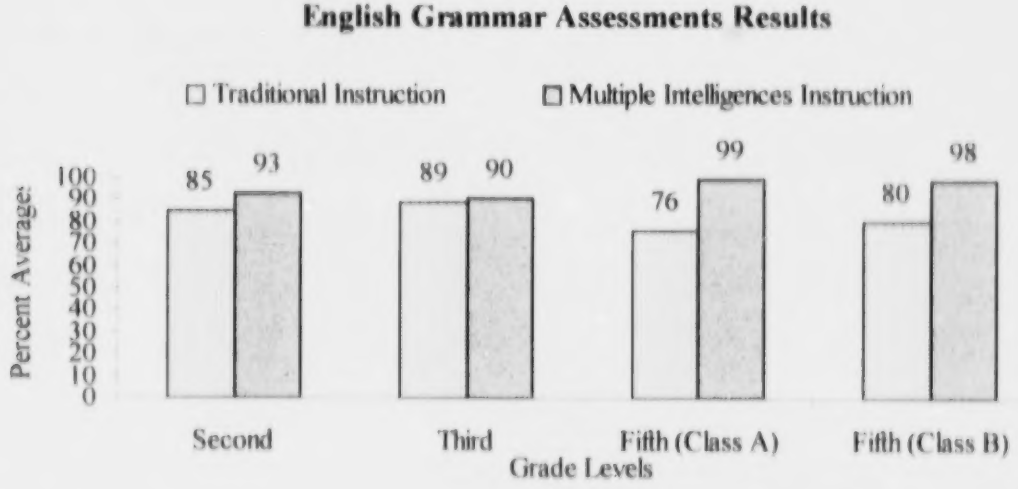


Figure 1. English Grammar Assessment Results

Overall, the results of the grammar phase showed higher multiple intelligences test results when compared to traditional tests. In the second grade classroom there was an 8% difference between instructional approaches. The stronger percentage was for multiple intelligences instruction. Third grade showed a 1% variance between approaches. Again multiple intelligences instruction resulted in greater achievement. Both fifth grade classrooms showed

greater achievement results through multiple intelligences instruction. It can be noted that fifth grade shows a more significant increase in achievement during the multiple intelligences phases. One fifth grade classroom showed a 23% difference where the second showed an 18% variance. The English grammar phase generally resulted in greater achievement through multiple intelligences instruction.

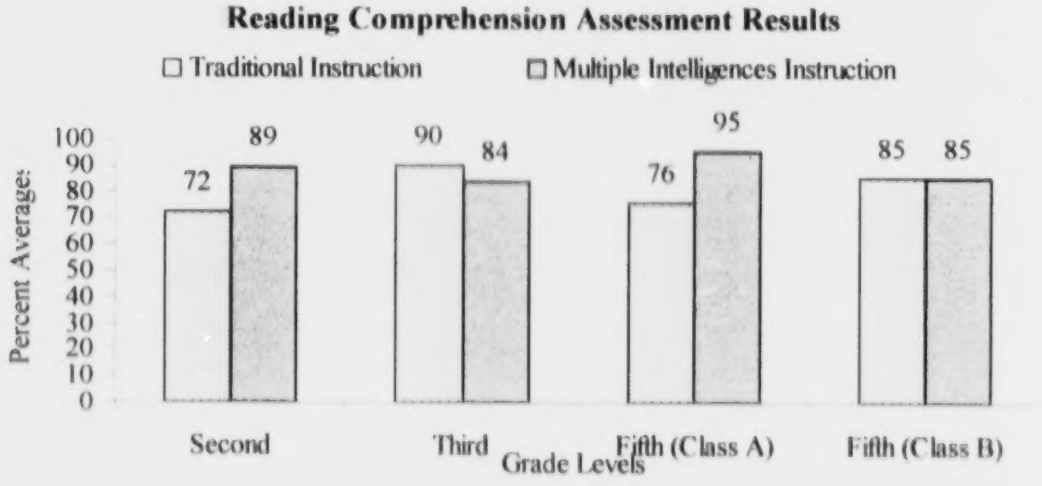


Figure 2. Reading Comprehension Assessment Results

The reading comprehension phase demonstrated varied results. The second and fifth (Class A) classrooms showed significant achievement gains when students were taught using a multiple intelligences approach. The second grade assessments resulted in 17% difference when utilizing multiple intelligences strategies. The fifth (Class A) classroom likewise showed a 19% difference during the multiple intelligences phase. The third grade class showed a 6% difference in favor of traditional instruction. The other two classes showed different results. The fifth (Class B) classroom showed no difference between instructional methods. The final assessment results were varied.

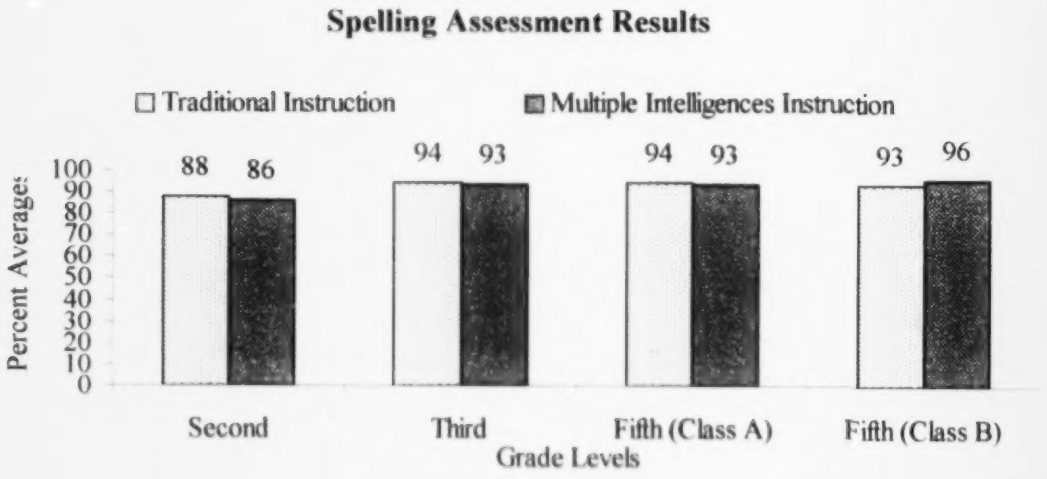
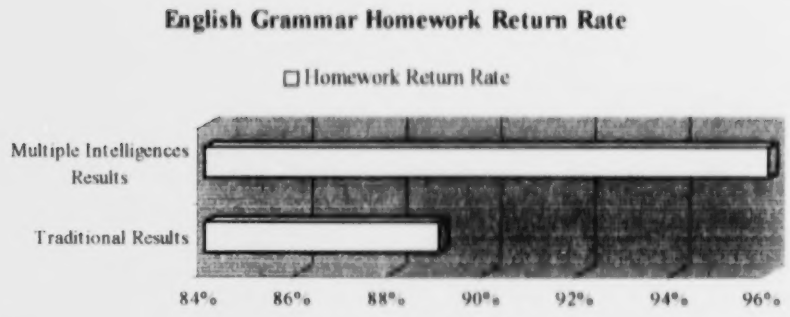
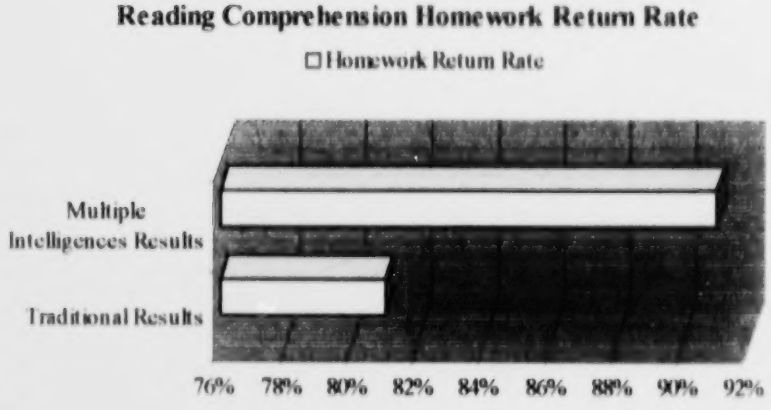


Figure 3. Spelling Assessment Results

Spelling assessment results showed minimal variance between traditional and multiple intelligences approaches. A slight trend supported greater achievement during traditional instruction. The second grade class had a 2% increase in achievement during traditional instruction. Third grade showed a 1% increase again for traditional assessment. Fifth (Class A) supported a greater increase, with traditional assessment resulting in a 1% difference. The only difference among these results was in fifth (Class B), where a 3% variance was shown in favor of multiple intelligences strategies. Overall, there is minimal difference between instructional approaches when it comes to spelling instruction.

Throughout the action plan, homework return rates were tallied to monitor student achievement in respect to homework. A general trend was identified throughout all three subject areas for all three grade levels combined. During the multiple intelligences phases, students showed a greater homework return rate. The return rates are documented in Figure 4.





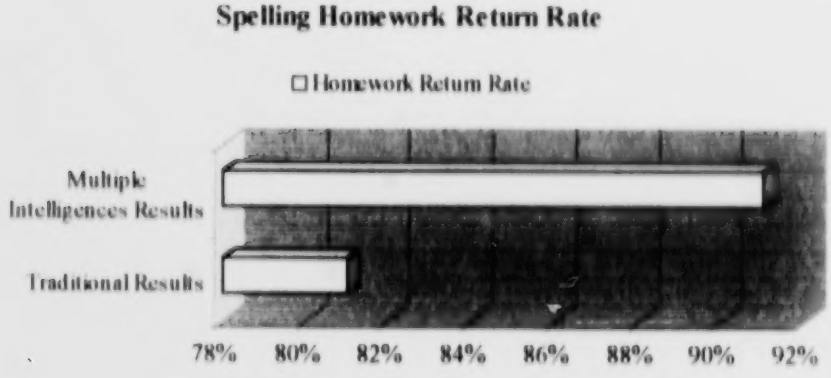


Figure 4 Action Plan Homework Return Rate

It can clearly be seen that there is a significant difference in return rates during the multiple intelligences sections as shown in figure 4.

Conclusion and Recommendations

Based on the presentation and analysis of the data presented on the individual action plan assessment results, the intervention of multiple intelligences strategies showed an improvement in English grammar and reading comprehension. Spelling results showed a slight trend towards traditional instruction in three out of the four targeted classrooms.

Grammar assessment results show a trend for increased achievement through the use of Howard Gardner's theory. Based on the analysis of the data presented in Figure 1, Grammar Assessment Results, second grade students scored higher when taught using multiple intelligences strategies. We believe the reason for this is the fact that students in that age group tend to be physically active and are able to attend to hands-on tasks for longer periods of time, resulting in higher test scores.

Third grade students did not show a significant difference in test scores. This consistency in scores can be attributed to the students' level of competency in this particular group of children. Prior knowledge of the content being presented was already established at a level higher than expected for this grade level.

In both fifth grade classrooms, there was a more significant difference in scores resulting from traditional instruction and multiple intelligences instruction. The reason for this is the nature of fifth grade students in general. Students in this age group find it difficult to pay attention in school. The student involvement encouraged in multiple intelligences instruction made it easier for these children to focus. In class A, students showed a significant increase in test scores with the use of multiple intelligences strategies. Fifty percent of this homogeneously grouped class consists of students with Individualized Educational Programs (IEPs). In contrast,

fifth grade class B showed a lower percentage gain when using multiple intelligences instruction. This class, also homogeneously grouped, contained all average to high-average performing students.

In general, multiple intelligences instruction resulted in slightly higher assessment scores. Overall, it was noted that students who perform below grade level academically show greater achievement in language arts using multiple intelligences instruction. This is due to the fact that these students require more hands-on, visual, and active instruction, which multiple intelligences strategies address. On the other hand, traditional methods generally address the verbal/linguistic intelligence, which is a method in which most of the students typically struggle.

Reading assessment results showed differing trends of achievement in each class in reading comprehension (See Figure 2). Second grade students showed a marked increase when multiple intelligences instruction was used. Multiple intelligences instruction allowed them to role play the events that transpired in their reading selection and create visual representations of their favorite part, which gave them a better understanding of the material being presented.

In third grade, the students showed an increase in test scores when traditional, direct-teaching methods were used. The historical fiction novel selected for this unit is normally taught near the end of the school year and is noticeably more comprehensive in vocabulary and theme. For example, it contained many words that are no longer used in present day English, such as petticoats (slips), packet (small boat), and pallet (hard bed). These elements made it a more difficult novel to read. Therefore, during traditional lessons, comprehension study questions were useful in preparing students for the assessment. While multiple intelligences instruction reinforced the students' understanding of the time period, it did not strengthen their

understanding of specific vocabulary and story events. Students benefited from the structure of direct teaching that heavily focused on material covered in the assessments.

In fifth grade, student achievement showed a similar trend to English grammar assessment scores. The lower achieving students in class A again showed the greatest increase in scores when multiple intelligences instruction was used. They were more successful when taught with this approach, because these students need more hands-on learning activities. Class B, on the other hand, showed no difference in achievement with either method of instruction. Since these students functioned at a higher academic level, they easily adapted to any learning situation presented to them.

Again, as in English grammar, the general trend was for lower achieving students to excel when given multiple intelligences tasks. Students who typically achieve at or above grade level in school did not see much increase in scores with multiple intelligences instruction because of their ability to learn through strategies aimed at the verbal/linguistic intelligence, which is what traditional teaching targets.

In spelling, a trend was noted in all classrooms except fifth grade class B (See Figure 3). This trend indicated that students perform better when traditional teaching methods were used. Even though the multiple intelligences activities were highly engaging and preferred by the students, test scores did not improve. Spelling is one content area that relies heavily on memorization during class and especially at home. If the attention is not given to studying spelling words consistently, the scores will not improve no matter what the assigned task or method of instruction. Fifth grade class B showed only a slight gain when multiple intelligences instruction was used, again showing their adaptability to any type of instruction.

While some students and subjects show greater achievement through multiple intelligences strategies, others do not. Lower students tended to be more successful during multiple intelligences instruction. Many other students were able to adapt to either approach with great success. The trends observed may also be caused because of students' school experience. Generally, students have been taught in a traditional format. This style of instruction is very comfortable for them. If students were given more exposure to multiple intelligences strategies, there likely would be a greater difference in the assessment scores.

Aside from the academic assessments, student reactions and homework return rates were recorded. A trend was easily seen throughout the student surveys. In general, students really enjoyed the multiple intelligences strategies and activities. They also felt more successful when learning in this manner. After completing the spelling centers one student responded, "I liked to work with the centers because you get to have fun and learn at the same time. It is very fun and exciting." Another student responded, "I could pay attention easier." During reading comprehension, a student noted, "I also loved to color the pictures and draw because I get to be creative."

On the contrast, during traditional segments students generally had a different reaction. After completing a lesson on nouns a student wrote, "I didn't like when you gave us a worksheet because it didn't really help me (sic) it confused me." There were also many comments about how little the book helped. "Reading in the book wasn't the best information." While reading the surveys it became clear that students preferred the multiple intelligences approach. This is most likely because the students were asked to be engaged and lessons were presented in a more hands-on manner.

During all multiple intelligences lessons, we noticed the students were more engaged in the lesson. As a teacher, it is more enjoyable to teach using multiple intelligences strategies. The lessons were more interactive and it was easy to see the students enjoying what they are learning. Students also retained the information better when taught using multiple intelligences approaches.

Throughout the process students showed more interest in returning homework during the multiple intelligences segments. The quality of the homework also improved. This is probably a result of student interest in the lessons when presented. Multiple intelligences homework assignments also tended to be more interesting to students. They required students to illustrate scenes from novels, design cartoons to represent ideas, create plays, go on noun scavenger hunts, and many other more interactive assignments. The traditional assignments in contrast were worksheets, drill and practice from the book, and memorization of facts. When students are more engaged in a topic their achievement will increase.

Some difficulties existed during this research process. To design successful multiple intelligences activities much time is required. It is significantly easier to teach from a provided text lesson. Multiple intelligences teaching requires more creativity, materials, patience in noise levels, and added instruction time to teach concepts. Also, the design of the action plan was overwhelming. We were very enthusiastic about starting multiple intelligences instruction and did not think about the amount of work we were asking both ourselves and our students to do. As we look back we realize that we should have only focused on one subject matter. This would have allowed us a stronger focus and ability to go into more depth, perhaps demonstrating a more significant growth in achievement during multiple intelligences times. In the future, we

would like to focus more in depth on one of the language arts subjects to see if we note any stronger trends.

Asking students to complete a survey after each lesson was also challenging because it led to frustration on the part of teacher and student. It is likely that some of the results and reactions would have been stronger if students were given fewer surveys. The surveys also provided questionable responses in respect to the four initial multiple-choice questions. Our students are still young and try their hardest to please the teacher. Letting us know that they did not enjoy a lesson was difficult and uncomfortable. A good suggestion would be to possibly allow students more time to practice using the surveys before the action research phase. This time would allow for more comfort and potentially better and more meaningful results.

Another thing we noticed during the middle of the project was the need for a checklist that identified teacher observations such as time on task, frequency of participation, or cooperation skills. A major part of achievement and success in school is the ability to attend to lessons, actively participate, and transfer knowledge. If these skills are not accomplished no matter what the approach, then academic assessments will be lowered. We observed and recorded this data in a narrative form during the process; however, we would have liked the ability to analyze trends.

We feel that the action plan was a success and that multiple intelligences strategies should be used to teach all subject areas. We continue to implement these strategies daily with great success. It is our hope that more teachers attempt multiple intelligences strategies in their classrooms.

Although there is a need for some minor improvements, we feel that the action plan was a success and student achievement in language arts can be improved through the use of multiple

intelligences strategies. While academic assessments show strong benefits for lower achieving students, it has also been shown that all students can adapt to, enjoy, and benefit from this form of instruction. A greater benefit was seen in the words of the students who experienced this process (See Appendix W). They show teachers that this was the way to teach if students are to attend to lessons, be more successful, and better enjoy their learning experience. It is important to learn the ways in which we are intelligent. Each person has strengths and gifts that they bring to the classroom. It would be unfortunate to address only one of these intelligences using the traditional approach, thus not reaching the students who are unsuccessful in this manner. As Howard Gardner states:

"It's not how smart you are, it's how you are smart."

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Appendices

Appendix A
Second Grade Multiple Intelligences English Grammar Lesson Plans

Content Area:
English Grammar

Grade Level:
Second

Targeted Intelligences
- Verbal/linguistic
- Logical/mathematical
- Visual/spatial
- Bodily/kinesthetic
- Interpersonal
- Intrapersonal

Lesson Objective:
To identify nouns that name a place or thing

Materials:
- Overhead projector
- 2 cut up puzzles per pair of students
- List of places and things for overhead
- Self-reflection sheet

Activity:
- Define nouns that name a place or thing
- Oral list from class
- List of words for overhead (students clap if place, stamp foot if thing)
- Students put place puzzle and thing puzzle together in pairs
- Teacher check

Homework Assignment:
Teacher-created worksheet page 4

Appendix A (con.)

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To recall nouns that name a place or thing

Materials:
- Test for each student

Activity:
- Review assigned homework
- Take test

Appendix A (con.)

Content Area:
English Grammar

Grade Level:
Second

Targeted Intelligences:
- Verbal/linguistic
- Logical/mathematical
- Interpersonal
- Intrapersonal
- Bodily/kinesthetic

Lesson objective:
To identify nouns that mean more than one by adding 'es'

Materials:
- Baskets for each pair of students marked 's' and 'es'
- Pile of base word cards for each pair

Activity:
- Put examples on board of –x, -ss, -ch, and –sh nouns and explain rule
- Verbally question students for understanding
- In pairs, have students sort base words into baskets marked 's' and 'es'
- Review answers
- Self-reflect

Homework Assignment:
"One More Than One" worksheet page 51, Steck-Vaughn, Grammar and Usage

Appendix A (con.)

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To recall nouns that mean more than one by adding 's' or 'es'

Materials:
- Teacher-created test page 9 for each student

Activity:
- Review rule for adding 'es'
- Review homework assignment
- Take test

Appendix B
Second Grade Traditional English Grammar Lesson Plans

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To identify nouns that name people

Materials:
- Teacher-created worksheet page 1
- Teacher-created worksheet page 2

Activity:
- Define nouns that name people
- Generate class list on blackboard
- Do teacher-created worksheet page 1 together in class
- Self-reflection

Homework Assignment:
Teacher-created worksheet page 2

Appendix B (con)

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To recall nouns that identify people

Materials:
- Assigned homework
- Teacher-created test page 3

Activity:
- Review assigned homework
- Take test

Appendix B (con.)

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To identify nouns that name more than one when adding 's'

Materials:
- Overhead
- Copies of "One and More Than One" page 102 worksheet, Houghton Mifflin English 1
- Copies of homework assignment
- Self-reflection sheets

Activity:
- Explain concept of adding 's' to name more than one
- Generate class examples on overhead
- Do page 102 together in class, teacher check
- Self-reflect

Homework Assignment:
"One and More Than One" worksheet page 25, Houghton Mifflin English 2, 1988

Appendix B (con.)

Content Area:
English Grammar

Grade Level:
Second

Lesson Objective:
To recall concept of naming more than one by adding 's'

Materials:
- Test copy for each student

Activity:
- Review assigned homework
- Take test

Appendix C
Third grade Multiple Intelligences English Grammar Lesson Plans

Content Area: English

Grade Level: 3

Targeted Intelligences: Verbal/Linguistic, Visual/Spatial, Musical/Rhythmic, Logical/Mathematical

Lesson Objectives: Define noun, name nouns that are people, places, and things

Materials:

- A Cache of Jewels by Ruth Heller
- chart paper
- Grammar Rock video, from SchoolHouse Rock! series
- Nouns word search

Activity:

- Discuss objects in the room, naming people, places, things. Define as nouns.
- Read aloud A Cache of Jewels by Ruth Heller, noting the nouns.
- Brainstorm nouns from the book on chart paper.
- Show the clip from the Grammar Rock video that teaches nouns.
- Add nouns from the video to the chart paper.

Homework Assignment: Nouns word search

Appendix C (con.)

Content Area: English

Grade Level: 3

Targeted Intelligences: Verbal/Linguistic, Visual/Spatial

Lesson Objectives: Name nouns found in the classroom, create picture book of nouns

Materials:

- I Spy book and poster
- Plain white paper

Activity:

- Review nouns, "quick brainstorm" nouns found in different places.
- Read aloud I Spy book while pointing out nouns. Show poster.
- Give each student a blank piece of paper to create his/her own page in a classroom I Spy book.
- Students draw pictures of objects found in our classroom all over their page. At the bottom of each page students write "I spy ..." and name 5 nouns that appear on their page.
- Later, bind the pages into a classroom book.

Homework Assignment: none
Content Area: English

Grade Level: 3

Lesson Objectives: Distinguish between singular and plural nouns, form plural nouns by adding –s, write sentences using plural nouns

Materials:

- English textbooks
- Worksheet #4, from English textbook series

Activity:

- Review nouns and explain that nouns can mean only one or more than one.
- Read through English book p. 64-65, calling students to read directions and examples.

Homework Assignment: Worksheet #4

Appendix D
Third Grade Traditional English Grammar Lesson Plans

Content Area: English

Grade Level: 3

Lesson Objectives: Distinguish between singular and plural nouns, form plural nouns by adding –s, write sentences using plural nouns

Materials:

- English textbooks
- Worksheet #4, from English textbook series

Activity:

- Review nouns and explain that nouns can mean only one or more than one.
- Read through English book p. 64-65, calling students to read directions and examples.

Homework Assignment

Appendix D (con.)

Content Area: English

Grade Level: 3

Lesson Objectives: Add –es or –ies to make a noun plural

Materials:

- English textbooks
- Worksheet #5/6, from English textbook series

Activity:

- Review nouns and plural nouns. Give examples of nouns that have –es or -ies endings
- Read through p. 66-67 in English books, calling on students to answer practice exercises.
- Students complete Worksheet #5/6 in class

Homework Assignment: none

Appendix E
Fifth Grade Multiple Intelligence English Grammar Lesson Plans

Content Area:
English Grammar

Grade Level:
Fifth

Targeted Intelligences:
Verbal/Linguistic, interpersonal, intrapersonal, visual/spatial, logical/mathematical

Lesson Objective:
Classify plural and singular nouns.
Design rules for forming plurals.

Materials:
- Singular and plural nouns listed on index cards
- Blank index card for each child
- Noun Hunt sheet

Activity:
- Noun Hunt: Have singular and plural nouns listed on index cards. Work as a whole class in a concept attainment format to split the cards into two groups. (Words include singular and plural nouns, which follow all plural rules)
- Once class has divided the nouns into two groups discussed why they were placed in these categories.
- Using the plural nouns group ask the students in groups of two to further classify the plural nouns according to how they are made plural. Students should be able to explain their divisions.
- As a whole group briefly discuss the rules for forming plurals. Write these rules on the blank index card.
- Return to partnerships where students will use the singular nouns from first activity to form plurals.
- Intrapersonal reflection: On the back of the index card, students write how they are going to remember each of the four rules. Pick one to share with the class.

Homework Assignment:
Students will use newspapers, books, or any form of writing and locate nouns that fit into each of the four rules. Answers will be recorded on the Noun Hunt sheet.

Appendix E (con.)

Content Area:
English Grammar

Grade Level:
Fifth

Targeted Intelligences:
Verbal/linguistic, interpersonal, bodily/kinesthetic, logical/mathematical, intrapersonal

Lesson Objective:
Distinguish between common and proper nouns

Materials:
- Set of common and proper nouns on index cards
- Word map

Activity:
- Give students a noun (either common or proper) and have them analyze their noun to determine which group they are to work with. The common nouns will form one group, and the proper nouns will form a second group.
- When in-groups, discuss characteristics of the groups of nouns they hold. Write a definition for your set of nouns and list additional examples.
- Join together as a class and share while teacher creates a word map on the board.
- Practice: Design a set of cards to be passed out to the students. One side of the room is for all proper nouns and the other for common nouns. Students must look at the word and go to the correct side. Cards are reshuffled and dealt for a second round.
- Summary: Complete a Round Robin. Today I learned... Common nouns are... I will remember...

Homework Assignment:
Houghton Mifflin English Text Guided Practice # 1-15

Appendix F
Fifth Grade Traditional English Grammar Lesson Plans

Content Area:
English Grammar

Grade Level:
Fifth

Lesson Objective:
Identify nouns in sentences

Materials:
- Houghton Mifflin pg. 72-73 (English Text)
- Workbook page 33

Activity:
- Complete Warm Up from text page 72. On the board place the headings person, place, thing, and idea. Ask students to brainstorm examples for each category.
- Read the examples and discuss how to classify these words.
- Orally complete Guided Practice #1-5 page 72.
- Independently complete More Practice #6-32 page 73.

Homework:
Houghton Mifflin English text Workbook Plus pg. 33

Day 2:
- Assessment
- Self Reflection

Appendix F (con.)

Content Area:
English Grammar

Grade Level:
Fifth

Lesson Objective:
Write plural possessive nouns correctly

Materials:
- Houghton Mifflin pg. 82-83 (English Text)
- Workbook page 33

Activity:
- Complete Warm Up from text page 82. Write the sentence on the board These books belong to the students. Discuss which words show ownership. Ask the students if the noun is plural or singular. Discuss shorter ways to show possession.
- Read and discuss the examples of how to form plural possessives using page 82.
- Orally complete Guided Practice page 82 #1-6 and read summing up page 83.
- Independently complete Independent Practice page 83 #7-22.

Homework:
Houghton Mifflin page 89 #93-108.

Day 2:
- Assessment
- Self Reflection

Appendix G
Second Grade Multiple Intelligences Reading Comprehension Lesson Plans

Content Area:
Reading Comprehension

Grade Level:
Second

Targeted Intelligences:
- Verbal/linguistic
- Visual/spatial
- Bodily/kinesthetic
- Interpersonal
- Intrapersonal

Lesson objective:
To comprehend book section

Materials:
- One book, The Magic Finger for each student
- Drawing paper for each student

Activity:
- Discuss quiz answers
- Read pages 17-32 in groups of three and discuss
- Class role-play in groups of six a reenactment of events
- Self-reflect

Homework Assignment:
Draw picture of favorite part and write sentences explaining

Appendix G (con.)

Content Area:
Reading Comprehension

Grade Level:
Second

Lesson Objective:
Recall events of book section

Materials:
- One test for each student

Activity:
- Share drawings of favorite part and discuss
- Take test

Appendix G (con.)

Content Area:
Reading Comprehension

Grade Level:
Second

Targeted Intelligences:
- Interpersonal
- Intrapersonal
- Visual/spatial
- Verbal/linguistic
- Logical/mathematical

Materials:
- One large paper for each group of two or three students
- One book per student

Activity:
- Review test
- Partner read pages 50-64
- Class discussion on sequence of events
- In groups, draw sequence of story to be explained to class
- Self-reflect

Homework Assignment:
Write five interview questions for either the ducks or Mr. Gregg

Appendix G (con.)

Content Area:
Reading Comprehension

Grade Level:
Second

Activity:

- Review sequence pictures
- Discuss/answer interview questions
- Take test

Appendix H
Second Grade Traditional Reading Comprehension Lesson Plans

Content Area:
Reading Comprehension

Grade Level:
Second

Lesson Objective:
To comprehend book section

Materials:
- One book, The Magic Finger, by Roald Dahl for each student

Activity:
- Discuss title and picture
- Round-robin reading of pages 1 – 16
- Class discussion and teacher directed questions

Homework:
Teacher-created sequence worksheet page 1

Appendix H (con.)

Content Area:
Reading comprehension

Grade level:
Second

Lesson Objective:
To recall book section

Materials:
- Assigned homework
- Teacher-created test page 2

Activity:
- Review assigned homework
- Take test

Appendix H (con.)

Content Area:
Reading Comprehension

Grade Level:
Second

Lesson Objective:
To comprehend book section

Materials:
- One book, The Magic Finger, for each studen

Activity:
- Teacher read pages 33-49
- Class discussion
- Self-reflection

Homework Assignment:
Cloze paragraph

Appendix H (con.)

Content Area:
Reading Comprehension

Grade Level:
Second

Lesson Objective:
To recall book section

Activity:
- Review homework assignment
- Take test

Appendix I
Third Grade Multiple Intelligences Reading Comprehension Lesson Plans

Content Area: Reading Comprehension

Grade Level: 3

Targeted Intelligences: Verbal/Linguistic, Interpersonal, Logical/Mathematical, Intrapersonal

Lesson Objectives: Read chapters from novel, organize and analyze actions of characters

Materials:

- A Lion to Guard Us by Clyde Robert Bulla
- Student reading journals
- Graphic Organizer
- Cause and Effect worksheet

Activity:

- Review story events
- Students read chapters 9-11 in partners
- While reading, students fill in the graphic organizer. Students write their own names in the middle of the organizer. Each student chooses four characters and fills in their names in the corners. Then students write an action of each character on lines pointing to the student's name. Then students write their response to the action on the lines pointing to the character's name.
- Students discuss their graphic organizers with their partners

Homework Assignment: Cause and Effect worksheet

Appendix I (con.)

Content Area: Reading Comprehension

Grade Level: 3

Targeted Intelligences: Verbal/Linguistic, Interpersonal,

Lesson Objectives: Recall story events, use critical thinking skills to question others about the story

Materials:

- A Lion to Guard Us by Clyde Robert Bulla
- "Fat and Skinny" question T-chart

Activity:

- Discuss story events from previous reading
- Divide students into partners
- Give each group a "Fat and Skinny" questions T-Chart
- Students work with their partners to write 5 "Fat"(Higher-level) and 5 "Skinny"(Lower-level) questions about the story
- Once students have written their questions, pair them with another group to ask their questions and answer the other group's questions
- When groups finish, sit as a whole group and discuss each group's "best" fat and skinny question, giving students the chance to defend why their questions are higher/lower level thinking questions

Homework Assignment: Write an epilogue to the story that tells what Amanda's life is like one year after finding her father in Virginia

Appendix J
Third Grade Traditional Reading Comprehension Lesson Plans

Content Area: Reading Comprehension

Grade Level: 3

Lesson Objectives: Read chapters in a novel, list important events

Materials:

- A Lion to Guard Us by Clyde Robert Bulla
- Student reading journals
- Setting worksheet

Activity:

- Read aloud chapters 1-2, Round Robin fashion
- Ask story questions during reading
- Students list 10 important events from the reading in their journals

Homework Assignment: Setting worksheet

Appendix J (con.)

Content Area: Reading Comprehension

Grade Level: 3

Lesson Objectives: Read chapters in a novel, list important events

Materials:

- A Lion to Guard Us by Clyde Robert Bulla
- Student reading journals
- Setting worksheet

Activity:

- Read aloud chapters 1-2, Round Robin fashion
- Ask story questions during reading
- Students list 10 important events from the reading in their journals

Homework Assignment: Setting worksheet

Appendix K

Fifth Grade Multiple Intelligences Reading Comprehension Lesson Plans

Content Area:

Reading Comprehension Day 11

Grade Level:

Fifth

Targeted Intelligences:

logical/mathematical, verbal/linguistic, interpersonal, intrapersonal, visual/spatial

Lesson Objective:

Read for comprehension of the content
Identify character traits
Analyze a character's personality and character traits

Materials:

- The Midnight Fox by: Betsy Byars
- Character map
- Homework essay

Activity:

- Read chapter 6 "Hazeline" pages 49-58 with one partner.
- While reading complete character map of Hazeline and Tom. Follow the directions on the sheet and write responses.
- As a whole group discuss character maps and add additional information if necessary.
- Discuss content of the chapter using the following questions as a guide:
    1. Why did Tom keep seeing the fox a secret?
    2. How does Hazeline feel about herself? What is her biggest complaint about herself?
    3. Tom asks Hazeline about wildlife around the area. What is her response? (51-52)
    4. What are some of the things we learned about foxes in this chapter? (51-52)
    5. What happened to a fox recently in the neighborhood? (pg. 53-54)
    6. What does Aunt Millie offer Tom as a way to pass the time? (books)

Homework Assignment:

Respond to a question. What do you think of one of the characters?

Appendix K (con.)

Content Area:
Reading Comprehension Day 26

Grade Level:
Fifth

Targeted Intelligences:
Interpersonal, verbal / linguistic, bodily / kinesthetic, intrapersonal

Lesson Objective:
Write a script based on story events
Perform the skit
Evaluate performance and skit content

Materials:
The Midnight Fox by Betsy Byars
Action! (Activity Sheet)

Activity:
- Orally summarize Chapter 16 "Captured" & 17 " Stormy Rescue"
- Explain how students will work in-groups of three to create a script of a story event from chapter 16 and 17. (Pass out Action! sheet.)
- Students then perform their scripts for the class.
- While other groups are performing, remaining groups evaluate each group based on how well they recapped the event in the story.

Homework Assignment:
None

Appendix L
Fifth Grade Traditional Reading Comprehension Lesson Plans

Content Area:
Reading Comprehension Day 7

Grade Level:
Fifth

Lesson Objective:
Assess comprehension of chapter 3 and 4 content

Materials:
- The Midnight Fox by: Betsy Byars
- Cloze paragraph

Activity:
- Students will independently complete cloze paragraph using book.
- Orally read completed paragraphs.

Homework Assignment:
None

Appendix L (con.)

Content Area:
Reading Comprehension Day 19

Grade Level:
Fifth

Lesson Objective:
Reading for comprehension of the content

Materials:
The Midnight Fox by Betsy Byars

Activity:

- Read chapter 13 "Tacooma!" pages 105-113 as a whole group. Students will take turns reading a section. Teacher may read a few sections as well. Students should follow along as others read. Each child will have a turn to read.
- Ask the following questions to check comprehension while reading:
    1. Middle of page 106: Where did Tom learn the word Tacooma? (Last summer at an Indian camp.) What does it mean? (If someone clasps your arm and says, "Tacooma." you would have to help him.) How did this word make him feel? (He was worried that someone would ask him to do something he couldn't do.)
    2. Middle of page 107: If there were a worldwide word like Tacooma, how would Tom use it? (Asking Uncle Fred to leave the fox alone.) How would you use a word like Tacooma? (Accept reasonable answers.)
    3. Top of page 111: Tom thought Hazeline would help him. Why couldn't she help? (Because Mikey had told her he wouldn't marry her until she lost 20 pounds.)
    4. Middle of page 112: Who did Tom compare himself too? (The King of Crete) Why? (Mikey said he wouldn't marry her unless Hazeline lost twenty pounds.)
    5. End of page 113: In the story the King of Crete sends his daughter to get Hercules to help him. Tom doesn't think there is anyone to help him. What do you think? Is there anyone or is Tom right? (Take acceptable answers.)
- When chapter has been concluded, ask the students to predict what will happen next in the story. Will Tom be able to stop Uncle Fred from going after the fox?

Homework Assignment:
None

Appendix M
Second Grade Multiple Intelligences Spelling Lesson Plans

Content Area:
Spelling

Grade Level:
Second

Targeted Intelligences:
- Interpersonal
- Intrapersonal
- Bodily/kinesthetic
- Visual/spatial
- Musical/rhythmic
- Logical/mathematical
- Verbal/linguistic

Materials Center 1:
- Paint brushes and water cups
- Magnetic letters and magnetic board
- Alphabet stamps and ink pad and paper

Activities Center 1:
- Spell the word on someone's back and see if they can guess the word
- Paint with water to spell the words on the blackboard
- Spell the words using magnetic letters
- Spell the words using alphabet stamps and ink pad
- Form the shape of the letters using body and have someone guess the word

Materials Center 2:
- Drawing paper and coloring items
- Old newspapers and glue
- White board, markers, and eraser
- Letter stencils and paper

Activities Center 2:
- Write the words in bubble letters and decorate them
- Cut the letters of the words out of the newspaper and glue them on paper
- Draw a picture of the word
- Write the words on the white board
- Spell the words using letter stencils

Appendix M (con.)

Materials Center 3:

- Paper and pencil

Activities Center 3:

- Create a song to a familiar tune to spell your words
- Spell your words while you stamp your foot to each letter
- Create a jump rope rhyme to spell your words
- Spell your words while you clap for each letter
- Create a cheer to spell your words

Materials Center 4:

- Teacher made word searches containing spelling words
- Teacher made word scrambles containing spelling words
- Blank word hunts
- Blank code breaker worksheets
- Blank shape boxes worksheets

Activities Center 4:

- Complete a word search
- Complete a word scramble
- Create a word hunt for a partner to complete
- Create a code for a partner to complete
- Create a shape box sheet for a partner to complete

Materials Center 5:

- Paper and pencil

Activities Center 5:

- Write a poem using spelling words and share it with someone
- Write riddles using spelling words and have someone solve
- Partner test on spelling words
- Write a picture story using spelling words and share
- Write tongue twister using spelling words and share

Assignment:

- Monday - pretest, student self-correct, discuss words, centers
- Tuesday - centers, write words five times each
- Wednesday - centers, write one sentence for each word
- Thursday - centers, take test
- Friday - centers, take test if not receiving 100% on Thursday

Appendix N
Second Grade Traditional Spelling Lesson Plans

Content Area:
Spelling

Grade Level:
Second

Lesson Objective:
To spell word list correctly

Materials:
- Word list for home
- Word list for school

Activity:
- Monday – pretest, student self-correct, discuss word patterns and spellings
- Tuesday – review word list, assign five times each
- Wednesday – review word list, assign one sentence for each word
- Thursday – review spellings, take test
- Friday – review spellings, take test if not receiving 100% on Thursday

Assignment:
Five times each
One sentence for each word

Appendix O
Third Grade Multiple Intelligences Spelling Lesson Plans

Content Area: Spelling

Grade Level: 3

Targeted Intelligences: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Musical/Rhythmic, Interpersonal, Bodily/Kinesthetic

Lesson Objectives: Practice spelling words

Materials:

- Weekly spelling lists (at each center)
- Bodily/Kinesthetic Center: stamps/stamp pads, water/paintbrushes, milk caps labeled with alphabet, Braille alphabet/glue, paper
- Logical/Mathematical Center: alphabet number code, graphic organizers, word searches, crossword puzzles, paper
- Musical/Rhythmic Center: Jump Rope Rhyme book, paper
- Verbal/Linguistic Center: paper
- Visual/Spatial Center: crayons, stencils, multi-color pens, magazines, scissors, glue, paper

Activity:

- Divide students into 5 groups
- Assign each group to a learning center to begin
- Students work on the activities in their assigned centers
- Students advance to the next center after 10 minutes
- Students turn in one activity that they completed during the period

Homework Assignment: varies

Appendix P
Third Grade Traditional Spelling Lesson Plans

Content Area: Spelling

Grade Level: 3

Lesson Objectives: Practice spelling words

Materials:

- Spelling practice worksheet

Activity:

- Students independently complete practice worksheet

Homework Assignment: Students put spelling words in alphabetical order

Appendix P (con.)

Content Area: Spelling

Grade Level: 3

Lesson Objectives: Practice spelling words

Materials:

- Spelling list
- Loose-leaf paper

Activity:

- Students write a sentence for each of their spelling words

Homework Assignment: none

Appendix P (con.)

Content Area: Spelling

Grade Level: 3

Lesson Objectives: Practice spelling words

Materials:

- Spelling textbooks

Activity:

- Students independently complete p. 66-67 in spelling books

Homework Assignment: Spelling Worksheet

Appendix Q
Fifth Grade Multiple Intelligence Spelling Lesson Plans

Content Area:
Spelling Week 1 Unit 8 and Week 3 Unit 10

Grade Level:
Fifth

Targeted Intelligences:
Musical/Rhythmic, Verbal/Linguistic, Logical/Mathematical, Bodily/Kinesthetic Visual/Spatial, and Interpersonal

Lesson Objectives:
- Practice spelling and defining unit words.
- Use spelling words in real world context.

Materials:
- A center box for each of the listed intelligences excluding interpersonal.
- One direction sheet listing all activities and directions for the center. (This sheet matches center directions listed below.)
- All materials for each center. (See individual center guidelines for specifics.)

Activity:
- Monday:

  Students will be given a pre-test of spelling words using words in sentences. Students will then self correct their test using their textbooks.

- Tuesday to Friday:
- Students will be split into five groups and be given directions for each of the centers.
- Groups will spend fifteen minutes at each center completing an activity they select. Groups will only visit one center per day. By the end of Thursday they will have rotated to three of the five centers. During week three they will visit the two they missed and repeat one.
- Students will be responsible for turning in one assignment for a grade during the week. This activity will be their choice.
- The centers and activities are listed below.

Visual/Spatial Center:

Stencils: Use the stencils provided to spell your words. Complete each word without looking at the list. Then go back and check your work. (This is an activity that may be turned in for a grade.)

Appendix Q (con.)

Draw a Picture: Select five to ten spelling words that you can illustrate the meaning. Use computer paper and draw a picture. Label it with the word. (This is a project that may be turned in for a grade.)

Decorate Words: Pick five to ten spelling words and decorate them in a fun way. You may use bubble letters or any other fun way. (This is an assignment you may turn in for a grade.)

Magazine Cut Out: Use the provided magazines and newspapers to cut out letters that can be put together to spell out a spelling word. Glue the letters to computer paper. You should complete five to ten words. (This is an assignment that may be turned in for a grade.)

Chalkboard: You and a partner can practice your words on the board.

Musical/Rhythmic Center:

Jump Rope Rhyme: Use the jump rope rhyme book, your spelling words, and your imagination to write a jump rope rhyme. You may practice it at recess and work with a partner. (Write your rhyme on a piece of paper, and it can count for a grade.)

Write a Song: Pick one of the provided tapes which contains a familiar song. Use the music and write words that would match it, and include as many spelling words as you can. (Write the song on a piece of paper, and it can count for a grade.)
The songs include: "Row, Row, Row Your Boat", "Twinkle, Twinkle Little Star",
"Happy Birthday", and "Mary Had a Little Lamb"

Clap a Rhythm: Take your spelling words and clap the syllables to form create a rhythm. Use all of your words.

Verbal/Linguistic Center:

Rhyming Poem: Use as many spelling words as you can to write a rhyming poem. You may draw an illustration if you have time. (This activity may be turned in for a grade.)

Acrostic Poem: Pick a spelling word and identify its meaning through creating an acrostic poem. Use a word that you have trouble spelling or remembering the meaning. (This activity may be turned in for a grade.)

Partner Riddle and Clue Test: Pick a partner to work with on this activity. Select one person to be the riddle person and the other to answer and spell the word. The riddle person selects one word from the list and must use it as a riddle or give a clue. Do not give the word. The other player must guess the word and correctly spell it to earn a point. If he or she is unsuccessful the riddle person can earn a point if the word can be spelled correctly by them. Switch roles.

Appendix Q (con.)

Write a Story: Use as many spelling words to write a story. (This assignment may be turned in for a grade.)

Tongue Twister, Riddle, or Joke: Write one of the above using a spelling word. Complete the same process using five to ten words. (This activity may be turned in for a grade.)

Logical/Mathematical Center:

Crossword: Complete the provided crossword puzzle using your spelling words. (This may be turned in for a grade.)

Word Search: Complete the provided word search using your spelling list. (This activity may be turned in for a grade.)

Graphing Organizer: Complete the included graphic organizer using your spelling words. (This may be turned in for a grade.)

Bodily/Kinesthetic Center:

Milk Cap Letters: Spell out your spelling words using the provided milk caps. Spell out your words without looking at the spelling list. Then go back and check yourself.

Stamps: Use the stamps provided and a piece of paper. Spell out your spelling words without looking at your list. Then go back and check your work. (This is an assignment you may turn in for a grade.)

Basketball, Football, or Baseball: Use one of the three games and pick a partner. One partner gives the other a word. If that partner can correctly spell the word they can throw the ball to earn points. Switch roles and continue play.

Foam Letters: Use the foam letters provided to spell out your spelling words. Spell out your spelling words without looking at your list. Then go back and check your work.

Paintbrush Spelling: Use a paintbrush and water to write your spelling words on the chalkboard. Spell out your spelling words without looking at your list. Then go back and check your work.

- Friday:

  Students will be given a post-test of the words and will be asked to complete a survey.

Homework:

Both weeks one and three: Students will be given a home-school connection sheet from the textbook (Page 8 week 1 and page 10 week 3) on Monday night. On Thursday night students will be asked to complete a parent-student test.

Appendix R
Fifth Grade Traditional Spelling Lesson Plans

Content Area:
Spelling

Grade Level:
Fifth Grade

Lesson Objective:
To spell words correctly.
Identify different ways to spell long "a", "i", and " o".

Materials:

- Spelling Book: Everyday Spelling by Scott Foresman - Addison Wesley
- Word list for home
- Assigned worksheets

Activity:

- Monday - pretest, students self-correct, discuss focus of list words
- Tuesday - review word list's focus, practice using words in context and analogies
- Wednesday - review word list's focus, practice using words in context and creating spelling strategies or memory tricks for difficult words
- Thursday - review spelling words, identify correct spelling of list words in a standardized test format
- Friday - take final assessment

Assignments:

- Monday - worksheet understanding meaning of the words
- Thursday - parent spelling test (Parents give students a practice test and sign the results.)

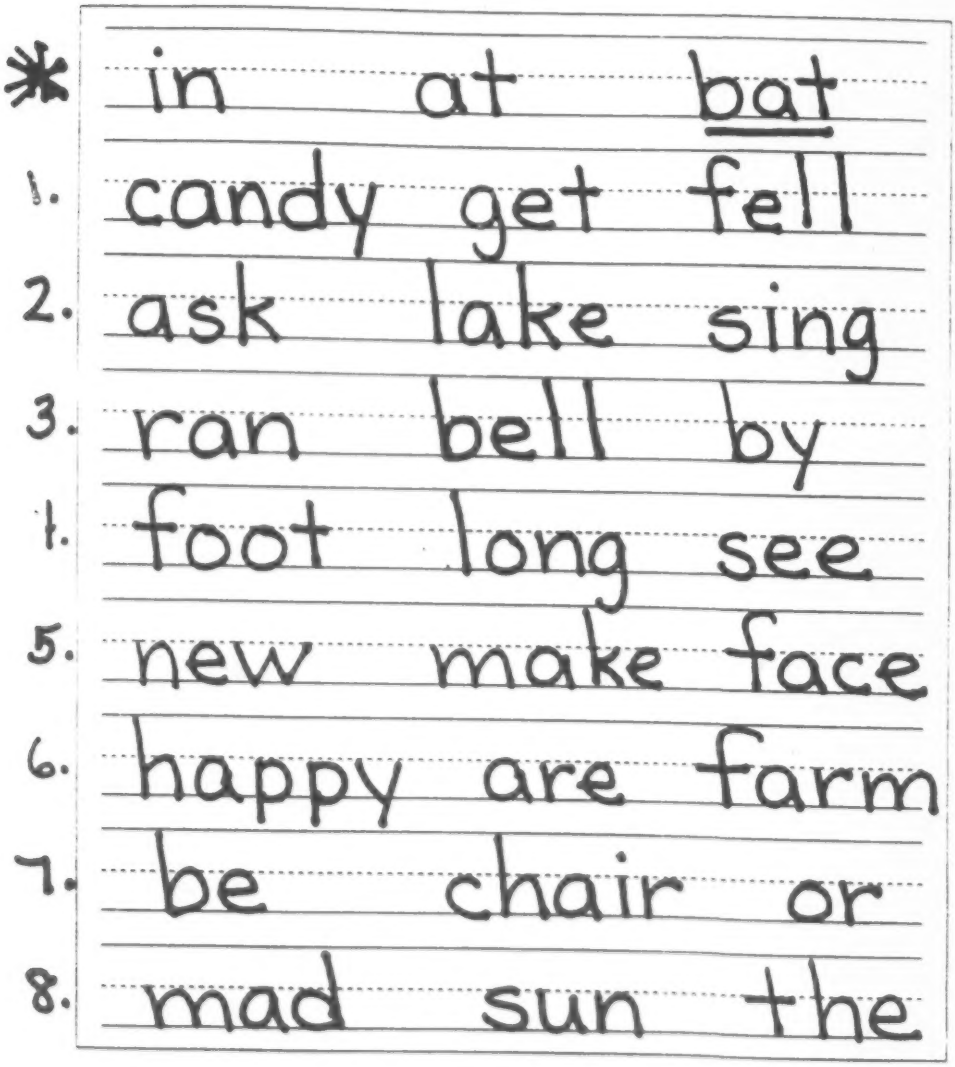
Appendix S
Student Survey

1. Did this lesson help you learn?
   Yes Somewhat No
2. Were you able to pay attention during the lesson?
   Yes Somewhat No
3. Do you think you will remember this idea later?
   Yes Somewhat No
4. Did you like how this lesson was presented?
   Yes Somewhat No

What I Liked	
What I Didn't Like	
What I Learned	

Appendix T
Second Grade Assessments

Draw a line under the nou
in each row.



Appendix T (con.)

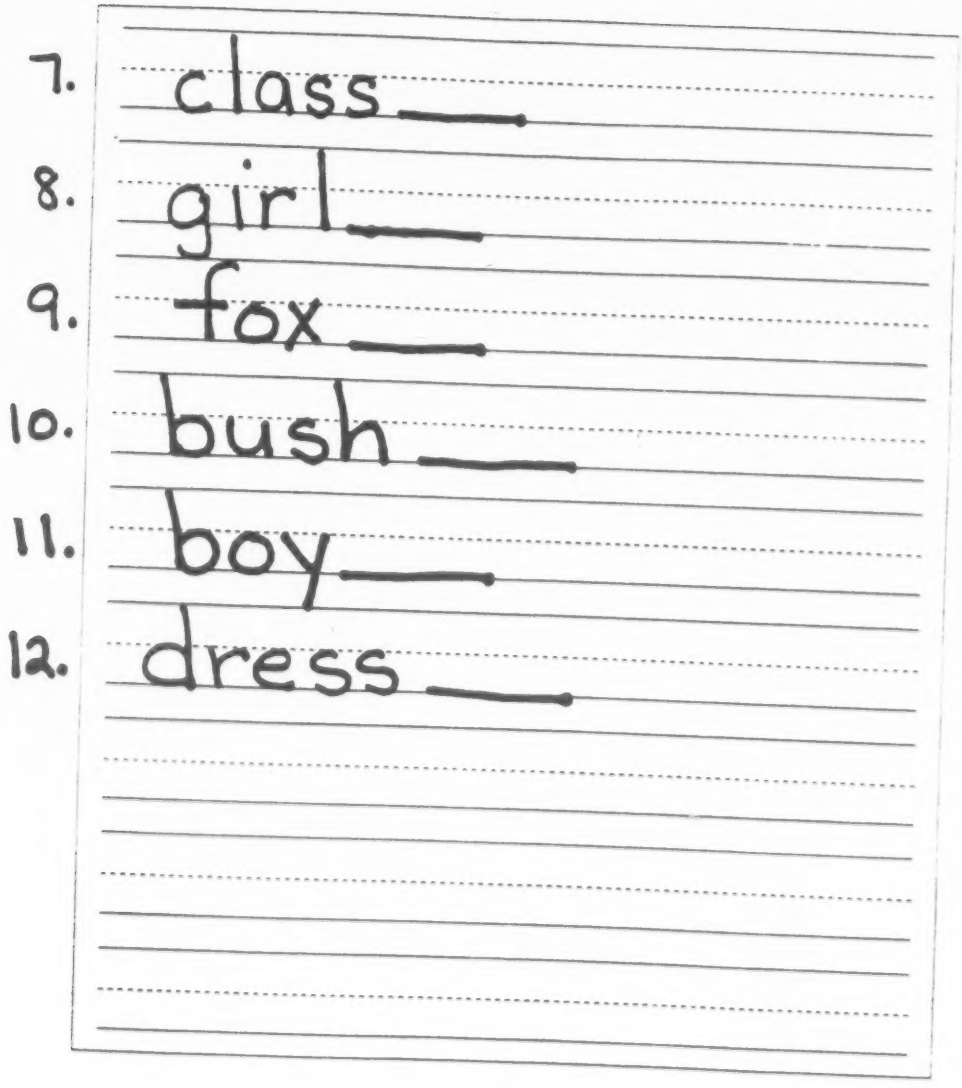
Name

Add 's' or 'es' to each noun.

* glass es

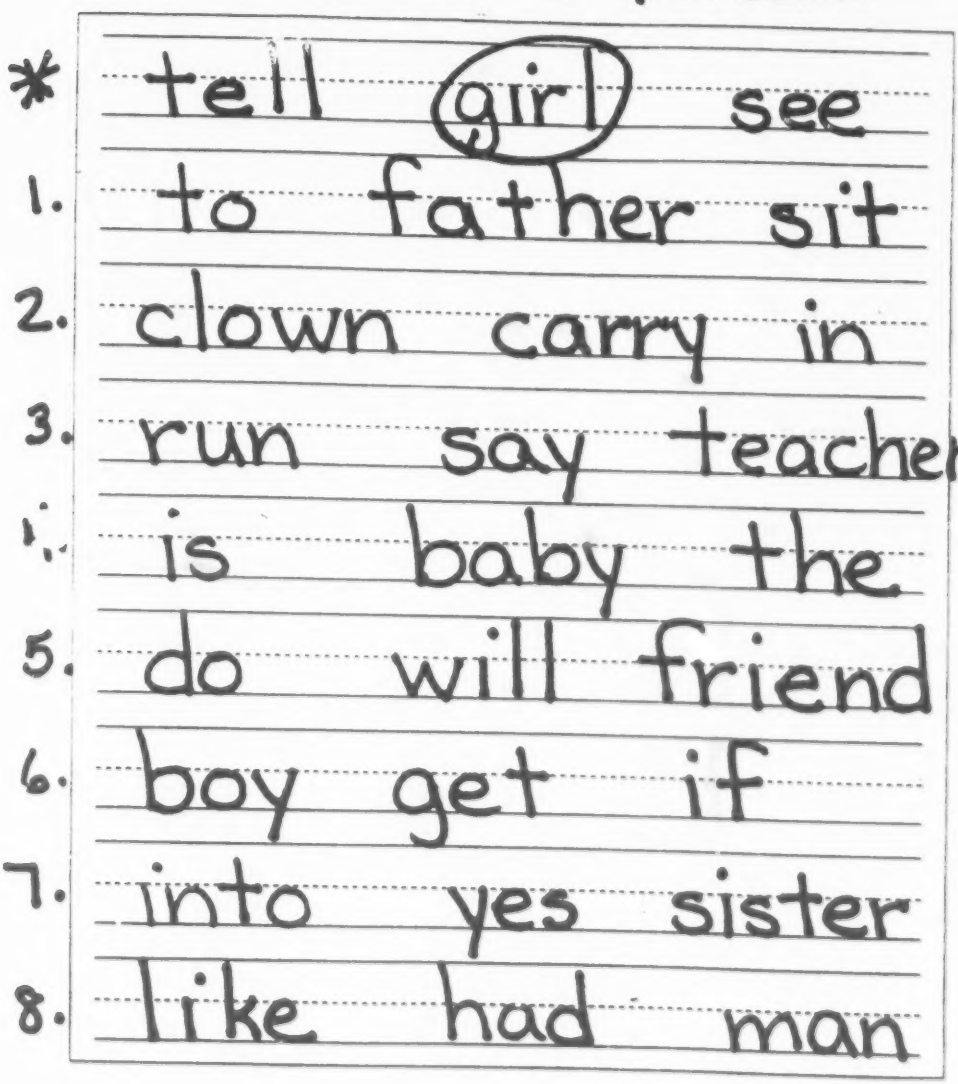
1. box ___
2. tree ___
3. hat ___
4. lunch ___
5. watch ___
6. chair ___

Appendix T (con.)

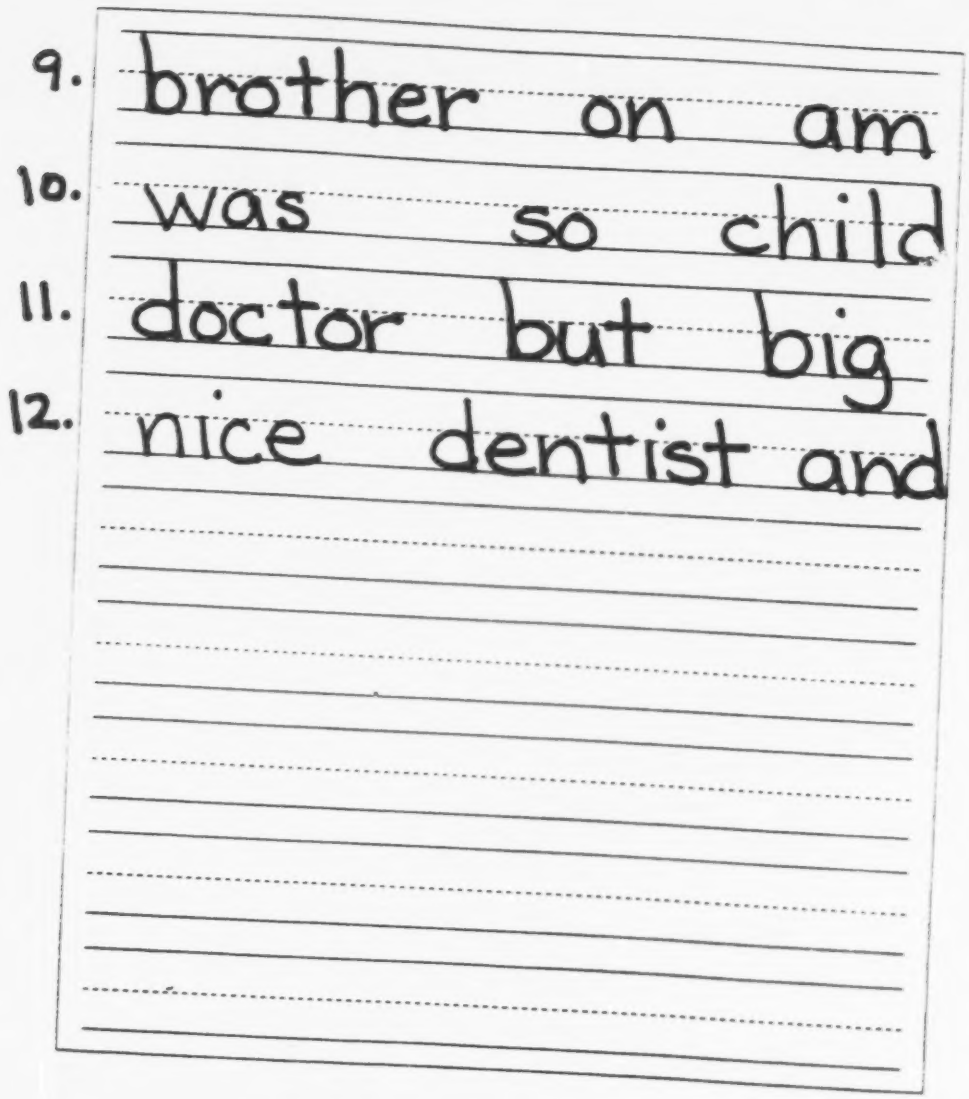


Appendix T (con.)

Circle the noun in each row that names a person.


* tell girl see
1. to father sit
2. clown carry in
3. run say teacher
4. is baby the
5. do will friend
6. boy get if
7. into yes sister
8. like had man

Appendix T (con.)



3.

Appendix T (con.)

9. bus go all
10. room did for
11. have my desk
12. not hat up

Appendix T (con.)

Name _____

Read each sentence. Write the nouns that name more than one thing.

* The birds like to sing.

_____

1. The boys will play a game.

_____

2. The hats are pretty.

_____

3. I will be gone three days.

_____

4. The girl gets books from the library.

_____

5. The city has lots of cars.

_____

Appendix T (con)

6. The forks are clean.

_____

7. The barn has horses.

_____

8. The doors are open.

_____

9. The tables are dirty.

_____

10. We saw some horses.

_____

11. Dan lost his gloves.

_____

12. I found my shoes.

_____

Appendix T (con.)

Answer each question.

1. What were the ducks pointing at the Gregg family?

2. How did the Gregg family feel?

3. What did Mr. Gregg promise the ducks?

4. What did Mr. Gregg promise to do to his guns?

5. What happened to the Gregg family right after Mr. Gregg made his promises?

6. Who began feeding the ducks?

7. What did the Gregg family change their name to?

8. Why?

9. What did Mr. Gregg hear Jim Cooper doing?

10. What did the girl plan to do to Jim Cooper and his three boys?

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Appendix F (con.)

1. Who took over the Gregg's house?

2. What 3 things did they use to build a nest?

3. Why did they carry the nest materials in their mouths?

4. Why couldn't they get into the house for food?

5. Name 2 things the ducks were doing in the house.

6. What did the Gregg family eat when they got hungry?

7. How did they eat them?

8. Who called the Gregg family on the phone?

9. Why did the tree rock from side to side that night?

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Appendix T (con.)

Answer each question.

1. Who put the magic finger on the Gregg Family?

_____

2. Which 2 animals did Mr. Gregg and his sons shoot?

_____

3. Why did the little girl put the magic finger on her teacher?

_____

4. How many sons does Mr. Gregg have?

_____

5. Why did the little girl get mad at the Gregg family?

_____

6. What happened to the little girl's teacher?

_____

Appendix T (con.)

7. Did Mrs. Gregg go hunting?

_____

8. What comes out of the little girl's finger when she gives the magic finger?

_____

9. Was the little girl a friend of the Greggs?

_____

10. What day did they like to hunt on?

_____

Appendix T (con.)

Second Grade Spelling List

Lesson 8
1. our
2. my
3. mine
4. your
5. her
6. his
7. their
8. its
9. theirs
10. ours
11. yours
12. hers

Lesson 9
1. girl
2. bird
3. dirt
4. sir
5. stir
6. shirt
7. firm
8. circle
9. skirt
10. thirsty
11. birthday
12. chirp

Lesson 10
1. down
2. how
3. now
4. brown
5. show
6. throw
7. grow
8. snow
9. blow
10. owner
11. town
12. window

Lesson 11
1. about
2. after
3. an
4. alone
5. above
6. asleep
7. again
8. away
9. along
10. alive
11. awhile
12. apart

Appendix U
Third Grade Assessments

Name _____

Noun Quiz 1

1. A noun is a _____. _____. or

_____.

2. Name 4 nouns that you would find in the cafeteria.

_____ _____

_____ _____

3. Name three nouns for each:

People	Places	Things

Name _____

Noun Quiz #2

Directions: *Fill in the chart with the correct singular or plural noun.*

Singular Nouns (only one)	Plural Nouns (more than one)
toy	
mouse	
	geese
church	
	bunnies
	feet
dish	
city	
	stars

Appendix U (con.)

Singular Nouns (only one)	Plural Nouns (more than one)
	butterflies
car	
	boxes
child	
	friends
	buses
family	
	men
class	

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Appendix U (con.)

Name_____

Noun Quiz 3

Directions: Write ***S*** if the underlined noun is singular. Write ***P*** if it is plural.

1. the <u>puppy's</u> dish _____
2. the <u>boys'</u> bathroom _____
3. the <u>principal's</u> office _____
4. the <u>clown's</u> shoes _____
5. the <u>horses'</u> saddles _____
6. her <u>parents'</u> camera _____
7. my <u>sister's</u> books _____

Directions: Choose the correct possessive noun for each sentence.

8. We went to the zoo in my (dads' dad's) car.
9. My (brother's brothers') ticket was $3.00.
10. The (monkey's monkeys') tails were so long!
11. That (baby's babies') balloon flew away.
12. Both (bear's bears') toys are in the water.
13. We pet the two baby (goat's goats') fur at the petting zoo.
14. My (mom's moms') favorite animal was the panda bear.

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Name _____

Verb Quiz 4

Directions: Write the verb in each sentence on the line next to it.

1. The factory produces many shoes _____
2. A cobbler makes a pair of boots _____
3. He stretches the leather _____
4. He draws a shape _____
5. A machine sews the pieces together _____
6. It stitches a design on the shoe _____
7. Many people work in the factory _____
8. One man starts a machine _____
9. He places the leather inside _____
10. The machine cuts the leather _____
11. The workers scrub the leather _____
12. They glue two pieces together _____

Directions: Fill in the blank with a verb <u>that makes sense.</u>

13. My class _____ on the playground.
14. At recess time, we can _____.
15. It's hard to _____ when it's loud in the classroom.
16. The teacher _____ a book about whales.

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Appendix U (con.)

Name _____

A Lion to Guard Us Quiz 1

Chapters 1-5

Directions: Answer the following questions in complete sentences.

1. Why did the stranger come to visit Amanda?

_____

_____

2. What special gift did Amanda's father give to the children?

_____

_____

3. What is Dr. Crider's dream?

_____

_____

4. What hard news did Amanda have to tell Jemmy and Meg?

_____

_____

5. Why can't the children go to the new world?

_____

_____

Appendix U (con.)

Directions: Write T if the statement is true. Write F if the statement is false.

6. _____ Amanda's father is in Africa.

7. _____ The children's mother is very ill.

8. _____ Amanda's stories are really about Amanda, Jemmy, and Meg.

9. _____ Mistress Trippett was a nice lady.

10. _____ Mistress Trippett told Amanda that time and work will make her feel better.

11. _____ Amanda hides the water pail to find out about a ship to the new world.

12. _____ Mistress Trippett thinks the New World sounds like a great place.

Appendix U (con.)

Name _____

A Lion to Guard Us Quiz 2

Chapters 6-11

Directions: Answer the following questions in complete sentences.

1. What does Mistress Trippett have that belonged to Amanda's mother, and what did she do when Amanda asked for it?

_____

_____

2. What are *night people*?

_____

_____

3. Who finds the children in the alley?

_____

_____

4. Why is Dr. Crider going to the New World?

_____

_____

5. Where did the children live on the boat?

_____

_____

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Appendix U (con.)

Directions: Fill in the blank with the correct character(s) from the story.

Dr. Crider	Meg	Amanda
Mistress Trippett	the children	Jemmy

6. _____ wants the children to stay and work for free
7. _____ thinks she killed Mistress Trippett
8. _____ doesn't know how to play
9. _____ brought the children home
10. _____ called the hold "the hole"
11. _____ slept in a real bed at Dr. Crider's house

12. Give an example of how the lion guarded the children in the story.

_____

_____

_____

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Appendix U (con.)

Name _____

A Lion to Guard Us Quiz 3

Chapters 12-17

Directions: Answer the following questions in complete sentences.

1. Why were animals being brought to Jamestown?

_____

_____

2. What did Meg think of the doll Amanda made for her?

_____

_____

3. Why did Jemmy tell the people that the lion head was gold?

_____

_____

4. What dangerous event happened that made everyone run into the hold?

_____

_____

5. What island did the ship land on?

_____

_____

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Appendix U (con.)

Directions: Write T if the statement is true. Write F if it is false.

7. _____ Dr. Crider fell overboard.
8. _____ Amanda put the doll and ball she made back in their chest.
8. _____ The people on the ship think the lion head is made of silver.
9. _____ The ship crashed on rocks.
10. _____ The admiral said they landed on Hawaii.
11. _____ The passengers found eggs, cherries, and coconuts on the island.
12. _____ The children are happy and excited to be in Bermuda.

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Appendix U (con.)

Name _____

A Lion to Guard Us Quiz 4

Chapters 18-23

Directions: Choose the word from the word box that matches the meaning.

quarrel	anxious	roam	echo	governor
village	canoe	guide		

1. _____ a small boat
2. _____ an argument
3. _____ a repeated sound
4. _____ the leader of a state
5. _____ a person who shows you around
6. _____ nervous
7. _____ a small town where people live
8. _____ to wander

Appendix U (con.)

Directions: Answer the questions in complete sentences.

9. Why didn't Amanda want to live with the Hopkins family?

_____

_____

10. What happened to Jemmy's lion head door knocker?

_____

_____

11. Describe what winter was like on the island.

_____

_____

12. What did Jemmy do to help his father remember them?

_____

_____

Appendix U (con.)

Third Grade Spelling List

Lesson 13
1. found
2. doing
3. until
4. one
5. sure
6. always
7. almost
8. hasn't
9. couldn't
10. alone
11. a lot
12. hadn't
13. angry
14. hungry

Lesson 14
1. was
2. warm
3. want
4. went
5. where
6. what
7. when
8. watched
9. wear
10. would
11. wheel
12. whip
13. whale
14. while

Lesson 15
1. once
2. chance
3. face
4. house
5. neck
6. trick
7. jacket
8. since
9. police
10. erase
11. chase
12. bucket
13. ticket
14. locker

Lesson 16
1. knife
2. know
3. wrong
4. write
5. wrote
6. listen
7. Christmas
8. knee
9. knight
10. knock
11. wrap
12. wrestle
13. castle
14. whistle

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Appendix V
Fifth Grade Assessments

Name _____ Date _____

What is a Noun Quiz

Directions: Write the nouns. The number after each sentence tells how many nouns are in the sentence.

Example: Our family likes to have a party once a year. (3)
Family, party, year

1. The picnic is at the farm of our grandparents in Kansas. (4)

_____

2. Their house is a long distance from our homes. (3)

_____

3. Our trip from Nebraska takes seven hours. (3)

_____

4. Aunt Colleen flies in from New Jersey. (2)

_____

5. The celebration with her relatives gives Grandmother great pleasure. (4)

_____

6. The backyard is set up for cookouts and games. (3)

_____

7. The activities bring happiness to the family. (3)

_____

8. Our weekend in the country always passes too quickly. (2)

_____

Directions: Choose the underlined word that is the noun in each sentence. Circle the correct answer. There is only one answer per question.

Appendix V (con.)

Example: The young man ran quickly.
young man ran quickly

9. Monica played my favorite song very well.

played favorite song well

10. Friendship is very important and special.

friendship is important special

11. I ran with Angela through the piles of dry, colorful leaves.

ran Angela dry colorful

12. The waves crashed wildly against the rocky cliff.

waves crashed wildly rocky

13. The class read an interesting story about Africa.

read interesting about Africa

Appendix V (con.)

Name _____ Date _____

Singular and Plural Nouns Quiz

Directions: Write the plural form of each noun in the blank provided.

Example: class ___classes___

1. book _____
2. birch _____
3. pass _____
4. chorus _____
5. monkey _____
6. box _____
7. dish _____
8. inch _____
9. beach _____
10. witness _____
11. writer _____
12. name _____
13. bus _____
14. contest _____
15. puzzle _____
16. mattress _____

Appendix V (con.)

Name _____ Date _____

Plural Possessive Nouns Quiz

Directions: Rewrite each sentence. Change the underlined group of words to include a plural possessive noun.

Example: The wings on the bats were very large.
The bats' wings were very large.

1. The names of the Marx brothers were Groucho, Harpo, and Chico.

_____

2. The acting of the Marxes was famous.

_____

3. The first public appearance the actors had was on the stage.

_____

4. The jokes of the men were funny.

_____

5. Later, movies by these heroes were popular.

_____

6. The favorite of the children was Harpo.

_____

7. Harpo and Chico played music in the films of these stars.

_____

8. The instruments these musicians owned were a harp and a piano.

_____

Appendix V (con.)

Directions: Choose the correct possessive form of the noun to complete each sentence. Circle your answer.

Example: The _____ coats are hanging in the closet.
chidren childrens childrens' children's

9. The _____ cribs were placed in rows.
babies babys' babies'

10. I patted both _____ noses.
calve's calves' calfs'

11. The three _____ cars were parked out front.
womens women's womens'

12. The cold air made the _____ noses red.
boys' boys boy's

13. The chickens ate nearly all of the two _____ food.
geese' geese's geeses'

Appendix V (con.)

Name _____ Date _____

Common and Proper Nouns Quiz

Directions: List the common and proper noun in each sentence.

Example: My cousin attends the University of Chicago.

Common: cousin Proper: University of Chicago

1. My relatives were there last October.

Common: _____ Proper: _____

2. My family toured Chicago.

Common: _____ Proper: _____

3. Aunt Irene pointed out famous landmarks.

Common: _____ Proper: _____

4. Then the whole group drove to South Dakota.

Common: _____ Proper: _____

5. Mount Rushmore is famous for the four presidents honored there.

Common: _____ Proper: _____

6. One memorial is of Abraham Lincoln.

Common: _____ Proper: _____

7. Tourists came from as far away as Alaska.

Common: _____ Proper: _____

8. Another trip is set for next Fourth of July.

Common: _____ Proper: _____

Appendix V (con.)

Fifth Grade Spelling List

Lesson 8	Lesson 9	Lesson 10	Lesson 11
1. degree	1. past	1. brain	1. choose
2. cheese	2. and	2. main	2. school
3. succeed	3. perhaps	3. favorite	3. broom
4. Halloween	4. accident	4. stranger	4. scoop
5. breeze	5. adventure	5. claim	5. booth
6. goalie	6. possible	6. complain	6. threw
7. piece	7. solve	7. aliens	7. crew
8. believe	8. problem	8. vacation	8. drew
9. thief	9. lobster	9. sidewalk	9. jewel
10. chief	10. python	10. slide	10. future
11. said	11. swung	11. survive	11. music
12. again	12. blood	12. crime	12. usually
13. against	13. jungle	13. bowling	13. humor
14. heavy	14. shuttle	14. owner	14. Utah
15. ahead	15. flood	15. whole	15. taught
16. measure	16. before	16. globe	16. laundry
17. already	17. because	17. arrow	17. naughty
18. jealous	18. decided	18. snowball	18. daughter
19. meadow	19. pretend	19. antelope	19. sausage
20. weapon	20. belong	20. slope	20. launch

Appendix W
Student Survey
Comments

English

Multiple Intelligence Comments

- I liked playing with a puzzle.
- I liked how we were stomping and clapping.
- I learned that if you work together you get things done.
- I learned that with a lot of teamwork we can make a cool project.
- I liked the plural noun hunt I also like working with partners.
- I liked how we were in groups. We got to say something and present our graphs.
- I liked figuring out what the difference was between common and proper nouns, instead of just reading the definition.
- I liked everything. It was fun moving and switching around.

Traditional Instruction Comments

- I didn't like the homework.
- I do not like hard worksheets.
- I t was kind of boring.
- This book is sometimes too easy and sometimes confusing.
- I didn't like when we had to do the questions by ourselves and because it was a little difficult.
- I didn't like when you gave us a worksheet, because it didn't really help me. (SIC) it confused me.
- I don't like working alone.
- The worksheet was too easy. I didn't have to think.

Reading Comprehension

Multiple Intelligence Comments

- I liked the acting.
- I liked when I was a duck.
- I liked the drawing.
- I learned that working in groups is easy and hard at the same time.
- I liked the idea of using a map to tell about the characters.
- I liked to pretending to be Amanda. (The main character in the book.)
- I liked working in groups and doing the questioning because Ashley and Percy learned more about me.
- I liked having a job, because it made me more responsible.
- I learned it is not so bad to read chapter books.
- I learned some things about myself from the questionnaire.
- I learned more about the book and couple new words.

Traditional Instruction Comments

- I did not like the homework.
- It was boring.
- Sometimes we need to work with partners, but today we couldn't.
- I didn't like reading by myself, because I get more ideas from my partner.
- I didn't like the ways we read out loud, because it gets boring, you don't really pay attention, and you start to daydream.
- I'd rather work in partners, because I get to read more.
- I don't like the part when we did question in a circle as a class.
- It's boring waiting for your turn. I lose my place.

Appendix W (con.)

Spelling

Multiple Intelligence Comments

- I liked the centers, because they were fun.
- I learned how to work with my very own friends.
- I liked the center where you have to really think to get a jump rope rhyme.
- Spelling centers help me learn.
- I like writing with the paintbrush at the bodily center.
- I liked to work with the centers, because you get to have fun and learn at the same time. It is very fun and exciting. I think if we keep on doing the centers we could accomplish more and more in spelling.
- I like playing games at the station I went to. It really helped me learn.
- I learned my spelling easier.
- I learned how to play new games while you also memorized the spelling words.

Traditional Instruction Comments

- I don't like the boring work.
- I do not like my teacher choosing what to do.
- I do not want to only write the words.
- I don't like doing the spelling book, because it gets boring.
- I would rather play spelling games or do centers.
- I didn't like how we were taught out of the book, because it makes us feel sleepy, we can't remember, and it's not fun.
- I didn't like doing the worksheet, because it didn't help me study if I just write the word down.
- I didn't like how there wasn't a choice of activities.

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